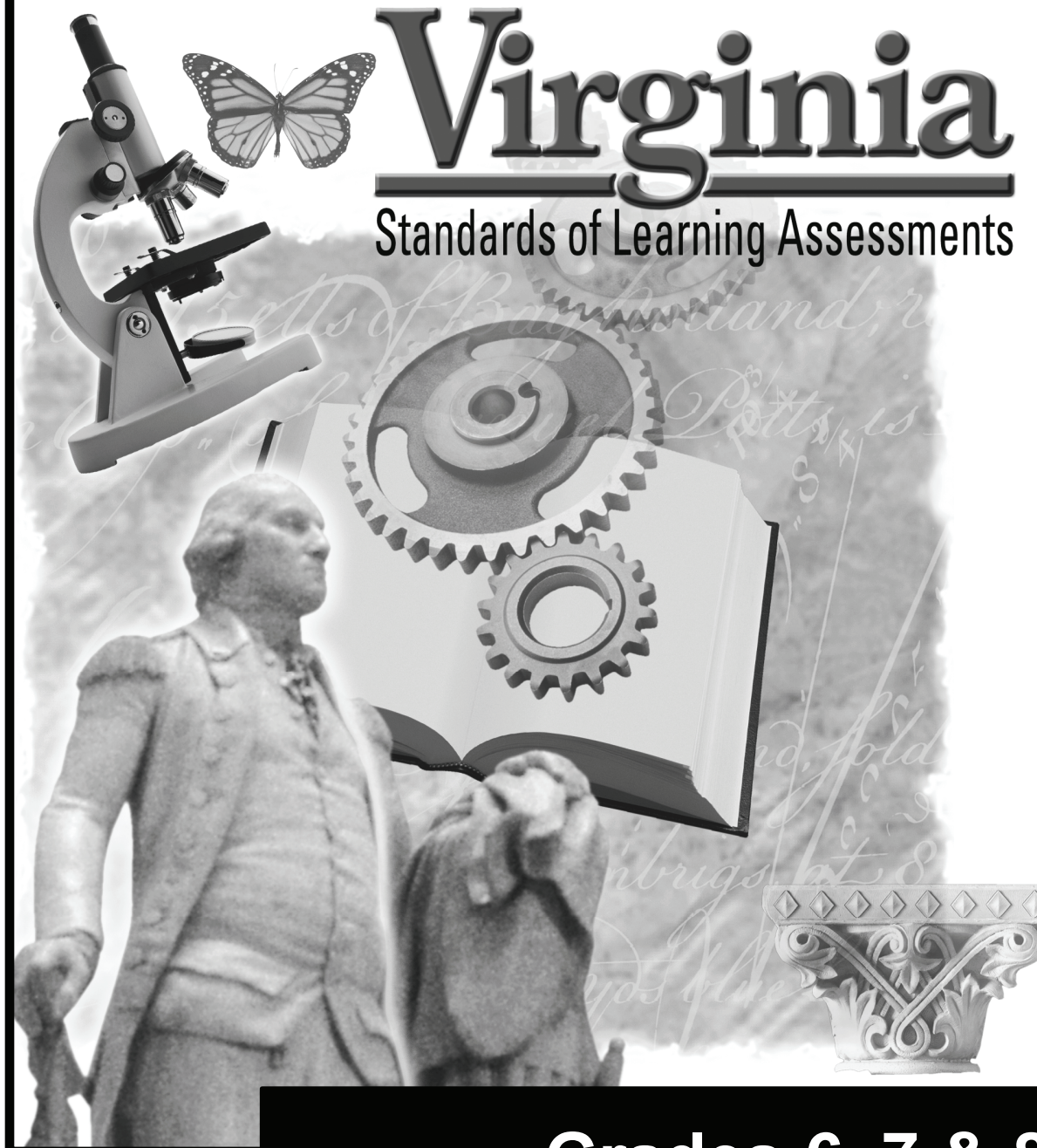


**EXAMINER'S MANUAL  
REGULAR AND SPECIAL FORMS**

**FALL 2008, SPRING 2009,  
& SUMMER 2009**



**Grades 6, 7 & 8**

*Online & Paper/Pencil Tests*



## NEW FOR 2008-2009

This 2008-2009 *Examiner's Manual* for the Standards of Learning (SOL) Grades 6 and 7 (*Reading and Mathematics*), and Grade 8 (*Reading/Literacy, Mathematics/Numeracy, and Science*) tests contains significant changes. The most important changes are:

- the inclusion of both **online** and **paper/pencil** directions, and
- the development of this manual as an **annual** manual, i.e., **one** manual that can be used for any of the three test administrations in the 2008-2009 testing year: Fall 2008, Spring 2009, or Summer 2009 (for Grade 8 *Literacy and Numeracy* tests only).

In previous test administrations, the online directions were posted at the Virginia Department of Education (VDOE) Web site and were not made available in a paper manual format. The addition of online instructions in the *Examiner's Manual* makes both sets of directions available to the Examiner in one convenient format.

Because the information in this *Examiner's Manual* is intended for use in any of the three 2008-2009 test administrations, the manual can be reused from one administration to the next. In previous testing years, you have been instructed to return the *Examiner's Manual* to the School Test Coordinator (STC) with other non-secure materials at the end of the testing period. In 2008-2009 administrations, the *Examiner's Manuals* should be retained at the end of the fall testing period, as instructed by your STC, so that they may be reused in subsequent administrations. After the summer 2009 administration, this manual should be discarded.

### Redesigned *Examiner's Manual* Format

Some of the physical changes in this manual are:

- Tabbed pages to distinguish online directions from paper/pencil directions;
- Less redundancy in directions for completing the answer document. Some repeated instructions have been eliminated. Previous *Examiner's Manuals* presented instructions by grade level and content area (e.g., Grade 6 *Reading and Mathematics*, Grade 7 *Reading and Mathematics*, Grade 8 *Reading, Mathematics, and Science*) and repeated much of the same material in each set of instructions. In this manual, the repeated directions have been collapsed by grade-levels and content area tests. At points where directions are specific to a Grade level /content area—for example, sample questions and answers—you will find boxed directions that are specific for the tests;
- A separate section within the paper/pencil directions for administering Grades 6, 7, and 8 *Reading* forms that are accompanied by an audio recording (Section 9.3).
- Directions for completing demographic information on the answer document WITHOUT a Pre-ID label are now in Appendix C.

## IMPORTANT REMINDERS

### Reading Tests

#### Grades 6, 7, and 8 *Reading* Tests

##### Struggling LEP Students (Reading Tests Only)

- You may discontinue testing for Limited English Proficient (LEP) students who struggle with reading the test items after the student has responded to five items. Students must answer at least five items to be counted as participants in the reading test.

##### Sample Test Items (Paper/Pencil Tests)

- Located on the back side of the Grades 6, 7, and 8 *Reading* answer documents, the Samples' Box has two items: A and B. However, some forms may have only one sample item (A). For this situation, a note is provided in the directions for Examiners to remind students to leave "Sample B" blank.
- Some test forms will have question(s) that do not refer to a "passage." Sample "B" will provide students an illustration of this type of question.

#### Grade 8 *Reading* Test

- The grade-level *Reading* test measures content from the 2002 *English Standards* for Grade 8.
- The cumulative *Reading* test measures content from the 1995 *English Standards* for Grade 8.

### Mathematics Tests

#### Grade 6 *Mathematics* Test

- Either a protractor **or** an angle ruler is allowed on the Grade 6 *Mathematics* test.

#### Grades 6 and 7 *Mathematics* Tests

- The Grades 6 and 7 *Mathematics* tests have two sections. In the first section, students may **not** use calculators. In the second section, students **may** use any state-approved scientific calculator.

The non-calculator section should be administered first. The directions for administering the mathematics tests will instruct you appropriately when to begin the non-calculator and calculator sections.

#### Grade 8 *Mathematics* Test

- The grade-level *Mathematics* test measures content from the 2001 *Mathematics Standards* for Grade 8.
- Only state-approved scientific calculators are allowed on the grade-level *Mathematics* test.
- The cumulative *Mathematics* test measures content from the 1995 *Mathematics Standards* for Grade 8.
- Students taking the Grade 8 *Mathematics* (cumulative) test should use a four-function calculator.
- Protractors or angle rulers are **not** allowed on either the grade-level or cumulative Grade 8 *Mathematics* test.

### Science Test

#### Grade 8 *Science* Test

- Any four-function calculator or state-approved scientific calculator is allowed on the *Science* test.



## Important Reminders, continued

### Modified Standard Diploma

- Students who are pursuing the Modified Standard Diploma may take either the grade-level *Reading* and *Mathematics* Grade 8 tests or the cumulative Grade 8 *Reading* and *Mathematics* tests to meet the literacy and numeracy requirements.
- For the Fall 2008 Administration and the Summer 2009 Administration, Term Graduates will take the same multiple-choice test forms as the Grade 8 testers.
- For the Spring 2009 Administration, Term Graduates will take designated multiple-choice test forms.
- The STC will inform you of the testing schedule for Term Graduates. Term Graduates are defined as follows:

Test Administration	Students Scheduled to Graduate
Fall 2008	By End of Fall 2008 Semester
Spring 2009	By August 31, 2009
Summer 2009	By August 31, 2009

### Summer Administration Only (Paper/Pencil Tests)

- For the summer administration, only the SOL *Literacy* and *Numeracy* assessments are available.

### Out-of-School Answer Documents

- Students testing in the summer may originate from schools outside your division. If applicable, answer documents for these students should be bundled separately as instructed by your STC (Section 10.2.3).

## HOW TO USE THIS MANUAL

The *Examiner's Manual* for the Grades 6 and 7 *Reading* and *Mathematics* tests, and Grade 8 *Reading/Literacy*, *Mathematics/Numeracy*, and *Science* tests now includes directions for administering online and paper/pencil tests in a single manual. It can be used for any of the three test administrations in the 2008-2009 testing year: Fall 2008, Spring 2009, or Summer 2009.

If you are administering any of the Grades 6, 7, or 8 tests:

1. Familiarize yourself with the contents of the Examiner's Manual as follows:

Sections 1, 2, 3, 4	Sections 5, 6, 7	Sections 8, 9, 10	Section 11
Online and Paper/Pencil Tests	Online Tests Only	Paper/Pencil Tests Only	Online and Paper/Pencil Tests

2. Most tests have identical directions for reading and responding to test questions; the Examiner reads these directions to the students. Some test forms, however, have a slight variation of the directions, and these directions are listed in a box under the heading "DIFFERENT TEST DIRECTIONS." If you are administering one of these forms, you must read the directions given.
3. When you read the test directions aloud to the students, you will be asked to "demonstrate" opening a test booklet to a certain page; or you will be instructed to "point" to an item in the test. To use a test booklet for this purpose, you should borrow a student test booklet, and then return the booklet to the student when you have finished. For large print tests, use your examiner's copy of the test booklet.
4. As you read the specific directions for online tests and paper/pencil tests in this manual, please note the instructions with **two black arrows**. They are intended to help you move through the directions. For example:

↓ CONTINUE DIRECTIONS HERE ↓

or

➡ CONTINUE TO THE NEXT PAGE ➡

or

➡ ONLINE TEST DIRECTIONS: GO TO SECTION 5 ON PAGE 7 ➡

or

➡ PAPER/PENCIL TEST DIRECTIONS: GO TO SECTION 8 ON PAGE 51 ➡

## HOW TO USE THIS MANUAL, continued

5. Notice the spoken directions in **brackets** in certain sections. Here the Examiner is given two to three options and must select one of them based on which grade-level test is being administered.  
For example:
  - **[6 or 7 *Reading*, or 8 *Reading or Literacy*]**
  - **[you may sit quietly and read if you wish or you will be dismissed to class]**
6. Specific directions for administration of the paper/pencil Grades 6, 7, and 8 *Mathematics* tests and the Grade 8 *Science* test accompanied by an audio recording are provided along with the directions for regular tests. The audio directions are enclosed within a box and clearly labeled to distinguish them from regular directions.
7. Section 9.3 contains specific directions for administering the paper/pencil Grades 6, 7, and 8 *Reading* forms accompanied by an audio recording. If you are not administering a reading audio form, skip past Section 9.3.
8. Use the Examiner's Checklist in Appendix H to keep track of your responsibilities before, during, and after testing.

**If you have questions after reviewing this manual, contact your School Test Coordinator (STC).**



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## 1. USE OF THIS MANUAL FOR THE 2008- 2009 TEST ADMINISTRATIONS OF ALL STANDARDS OF LEARNING (SOL) GRADES 6, 7 AND 8 TESTS

This *Examiner's Manual* describes procedures that apply to the administration of the online and paper/pencil Grades 6, 7, and 8 Standards of Learning (SOL) Assessments. All Test Examiners should follow the information in this manual before, during, and after the administration of the SOL Grades 6, 7, and 8 assessments. This manual provides the following information:

- test administration schedule
- school division responsibilities for SOL testing
- your duties before, during, and after each testing session
- specific instructions for the administration of each content area online and paper/pencil tests

## 2. TEST ADMINISTRATION SCHEDULE

The Grades 6, 7, and 8 SOL content area tests are available as listed below.

Administration	Grade Level	SOL Test	Test Schedule
Fall 2008	6, 7	Reading Mathematics	Within the School Division's Established Testing Window
	8	Reading/Literacy Mathematics/Numeracy Science	
Spring 2009	6, 7	Reading Mathematics	Within one of three Statewide Established Testing Windows
	8	Reading/Literacy Mathematics/Numeracy Science	
Summer 2009	8	Literacy Numeracy	Within the School Division's Established Testing Window

The STC will inform you of the school's specific test dates and times for the fall, spring, and summer administrations.

Each school's test schedule must allow opportunities for make-up sessions to be held prior to the end of the division's testing window. Make sure that each student who is absent from the administration of a test is given ample opportunity to take the missed test on a make-up basis. The STC will provide you with more information about how your school will handle make-up testing. (Section 11)

### 3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

Many school division personnel are responsible for the administration of the SOL tests. These include:

- Division Director of Testing (DDOT)
- School Test Coordinator (STC)
- Test Examiner (Examiner)

A brief explanation of the roles and responsibilities of each of these persons follows.

#### **Division Director of Testing**

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education and Pearson. The DDOT has divisionwide responsibility for implementation of SOL test procedures.

#### **School Test Coordinator**

The School Test Coordinator (STC) is the person designated within each school to serve as the point of contact between the DDOT and the school. The STC is also responsible for ensuring that all procedures required for the SOL tests are implemented within the school and for maintaining the security of test materials. Any questions the STC has regarding the SOL tests should be directed to the DDOT.

#### **Test Examiner**

As a Test Examiner (Examiner), you are responsible for administering the SOL tests according to the procedures contained in this manual and for maintaining the security of SOL test materials. The remaining sections of this manual contain more specific information about your duties as an SOL Examiner. Any questions the Examiner has regarding the SOL tests are to be directed to the STC.

#### 4. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING

##### ◀ ONLINE & PAPER/PENCIL TESTS ▶

#### 4.1 Read All Materials

Carefully read this *Examiner's Manual*, your students' Individualized Education Programs (IEPs), 504 management plans, *Limited English Proficient (LEP) Student Assessment Participation Plans* (if applicable), and any local directions you may have been given by your STC.

Review the Examiner's Checklist (Appendix H) to make sure that you understand the activities before, during, and after the test administration. Resolve any questions you might have with your STC well in advance of test administration.

#### 4.2 Sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)*

Before you may administer any of the Fall 2008, Spring 2009, and Summer 2009 SOL *Non-Writing* tests, you must read the *Test Security Guidelines* and then read and sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* (Appendix A). **Note the Virginia General Assembly legislation regarding test security.** You may sign the original page or a photocopy of the test security agreement. Proctors must sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* as well. When you sign this document, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all test materials. **You must complete this agreement and forward it to your STC before receiving any test materials.**

For online tests, the first time you use an assigned Login ID and Password, you will be required to read and accept the *Test Security Guidelines*. After doing so, you can print and sign this version by clicking the *Printer Friendly* link on the screen, or you can photocopy and sign the *Test Security Guidelines* in this manual (Appendix A).

#### 4.3 Inform Students of Testing

Make any necessary announcements about testing. Announcements may include reminders for students to bring sharpened No. 2 pencils to the testing session and something to read if they finish early. Prepare students for testing by explaining that the results of this test will help determine their level of proficiency in *Reading, Mathematics, or Science*.

Students who are pursuing the Modified Standard Diploma and scheduled to graduate according to the schedule below are considered to be Term Graduates. Term Graduates must take the Grade 8 *Reading* and *Mathematics* tests to meet the literacy and numeracy requirements. The STC will inform you of the testing schedule for Term Graduates. Term Graduates are defined as follows:

##### Term Graduates

Test Administration	Students Scheduled to Graduate
Fall 2008	By End of Fall 2008 Semester
Spring 2009	By August 31, 2009
Summer 2009	By August 31, 2009

#### 4.4 Establish the Test Setting

In conjunction with your STC, arrange for appropriate physical conditions for testing. Be sure to consider any accommodations that are specified in students' IEPs, 504 management plans, or *LEP Student Assessment Participation Plans*.

Testing rooms should be quiet, well lighted, and well ventilated. Each student should have enough work surface for any materials or supplies for accommodations, and should be clear of books and other materials not needed for the test. Crowding should be minimized and the seating arranged to discourage students from copying one another's work.

If you are administering an online test, physical barriers on both sides of the workstations are helpful in deterring students from looking at each other's computer monitors.

Remove from the testing site or cover all curricular materials that might influence student performance. These materials include charts, dry-erase board displays, or chalkboard displays, and bulletin board displays of materials related to test content.

You may find it helpful to place a "TESTING: DO NOT DISTURB" sign on the door.

#### 4.5 Verify the Use of Proctors or Need for Additional Assistance

It is best that you supervise the testing of no more than 25–30 students on your own. If your group is larger, it is recommended to have one Proctor present for every 25–30 **additional** students at the testing site. Proctors should receive the same training as Examiners. The use of non-school personnel as Proctors should be approached with caution.

Regardless of the size of your group, the STC should have arranged to have another adult within calling distance so that an emergency, such as a student becoming ill, may be handled with minimum disruption.

#### 4.6 Be Aware of the Alternate Test Site

SOL assessments are not timed. Students who do not finish by the end of the allotted test administration time should be given as much time as they need to complete the test. Students are **not** allowed, however, to complete the test after leaving, voluntarily or not, for any activity such as lunch or other breaks that would allow interaction with other students or access to any educational materials. Students **must** complete the test in one school day.

Consult with your STC prior to testing to understand the school's plan for students who test beyond the allotted test administration time. Be prepared to move students who have not completed the test to an alternate testing site. Should this become necessary, be sure to maintain the security of secure materials (i.e. test tickets, test booklets, answer documents, used scratch paper, used formula sheets, and audiotapes, if applicable) for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

#### 4.7 Know How to Report Test Item Errors on SOL Tests

If during the testing session, a student reports that a test question and/or answer option contains an error, you should record the subject area test, level, form number, item (question) number, and/or the letter (i.e., A, B, C, or D) for the answer option. Tell the student that her/his concerns will be reported to the central office. However, under no circumstances should the test question or answer options be discussed with the student. Additionally, Examiners and Proctors are not to discuss test questions/answer options with each other. Notify the STC of the possible error, and the STC will, in turn, contact the DDOT. Do not communicate information related to the test questions and/or answer options through electronic mail.



## 4.8 Know How to Handle Testing Irregularities

A testing irregularity is any occurrence during a test administration that meets one or more of the following criteria:

- inappropriately influences student performance
- inappropriately influences the reporting of student performance
- constitutes a breach in test security, or
- results in the improper implementation of mandatory student testing

Any testing irregularities observed should be reported **immediately** to your STC. Prior to testing, it is important to understand your school and division's protocol for reporting testing irregularities. Your STC will discuss the procedures with you. All testing irregularities must be recorded as directed by your STC. The *Test Irregularity Form* in Appendix G may be used to document an incident.

Examples of testing irregularities include, but are not limited to:

- A student becomes ill during testing.
- A student is observed cheating during the testing session.
- A teacher or another adult provides improper assistance to a student.
- Testing accommodations specified in a student's IEP, 504 management plan, or *LEP Student Assessment Participation Plan* are not provided.
- The student is provided an accommodation that is not specified in the student's IEP, 504 management plan, or *LEP Student Assessment Participation Plan*.
- An excessive disturbance or disruption occurs during the testing session.
- A student's test booklet or used answer document is missing.
- Any unused/unassigned test booklet is missing.
- Any assigned/unassigned test ticket is missing.

**If you question whether an incident in your classroom is a testing irregularity, discuss it with your STC.**

## 4.9 Be Familiar with the Directions for Administering the Test

All directions that Examiners must read aloud to the students are in **bold type** so that they stand out from the rest of the text. This text must be read **exactly as written**, using a natural tone and manner.

If a mistake is made in reading a direction, the Examiner should stop and say, **“No, that is wrong. I must read it to you again.”** Then read the direction again.

Other text is for your information and should not be read to students. It is essential that you become familiar with these instructions in this manual **before** test administration and that you follow them exactly as they appear.

When you read the test directions aloud to the students, you will be asked to “demonstrate” opening a test booklet to a certain page; or you will be instructed to “point” to an item in the test. To use a test booklet for this purpose, you should borrow a student test booklet, and then return the booklet to the student when you have finished. For large print tests, use your examiner's copy of the test booklet.

Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best.

#### 4.10 Know How to Answer Students' Questions

Help must not be given on specific test items and no clues should be given about the correctness of a student's answer to a particular item. If a student asks a question during the test about a test item, the student should be told, **"Read it carefully and choose the best answer."** Test questions may **not** be read to students unless specified by their IEPs, 504 management plans, or *LEP Student Assessment Participation Plans*.

If the student's question refers to the mechanics of online testing, such as how to navigate to the next question; or how to mark an answer on the answer document for paper/pencil tests, it can be answered.

**If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures.** If, after testing is complete, a student asks to discuss a question, the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed.

To avoid interruptions during testing, make sure that all students have had an opportunity to visit the restroom and to get a drink of water before you begin the testing session. Students must not be denied the opportunity to visit the restroom during testing. However, such visits must be supervised and students provided no opportunity to interact with other students or access any educational materials.

➡ ONLINE TEST DIRECTIONS: GO TO SECTION 5 ON PAGE 7 ➡

OR

➡ PAPER/PENCIL TEST DIRECTIONS: GO TO SECTION 8 ON PAGE 47 ➡

## 5. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING

### ◀ ONLINE TESTS ▶

#### 5.1 Prepare Students for Online Testing

##### PLAIN ENGLISH MATHEMATICS TEST

The *Plain English Grade 6, 7, and 8 Mathematics* tests are available online for LEP students who are classified as level 1 or level 2 of English language proficiency, and all LEP students regardless of their English language proficiency level during their first year of enrollment in a U.S. school. Students with disabilities may also qualify for these tests based on their IEPs or 504 management plans.

For online testing, only those tools allowed for a given online SOL test are available on the toolbar. Prior to testing, the eTools™ Live application may be used to give students additional practice with online tools. Students may also use the ePAT™ application to become familiar with the online testing format and structure of SOL test questions. Both of these applications are located on the PEMSolutions™ Web site.

##### Test Manipulatives/Materials

Grade Level/Subject Area Test	Manipulatives/Materials Allowed
Grade 6 <i>Reading</i>	scratch paper
Grade 6 <i>Mathematics</i>	scientific calculator <sup>1</sup> , formula sheet <sup>2</sup> , metric/standard ruler <sup>3</sup> , straight-edge tool <sup>3</sup> , protractor <sup>3</sup> , scratch paper
Grade 7 <i>Reading</i>	scratch paper
Grade 7 <i>Mathematics</i>	scientific calculator <sup>1</sup> , formula sheet <sup>2</sup> , metric/standard ruler <sup>3</sup> , straight-edge tool <sup>3</sup> , scratch paper
Grade 8 <i>Reading</i>	scratch paper
Grade 8 <i>Mathematics</i>	scientific calculator <sup>1</sup> (grade level test ONLY), formula sheet <sup>2</sup> , metric/standard ruler <sup>3</sup> , straight-edge tool <sup>3</sup> , scratch paper
Grade 8 <i>Science</i>	scientific calculator <sup>1</sup> <b>or</b> four-function calculator <sup>2</sup> , metric/standard ruler <sup>3</sup> , straight-edge tool <sup>3</sup> , scratch paper

<sup>1</sup> Students must use a hand-held scientific calculator as scientific calculators are not available online.

<sup>2</sup> Students may choose to use the hand-held test manipulative rather than the online tool.

<sup>3</sup> Students must use the online version of this test manipulative.

##### APPROVED CALCULATORS FOR GRADE 6, 7, & 8 TESTS

For Grades 6, 7, & 8 Mathematics tests, students will use state-approved scientific calculators.

For Grade 8 Science test, students may use any four-function calculator or state approved scientific calculator.

Acceptable calculator model types are as follows:

- Four-function calculator or a calculator having percent and square root functions
- Approved scientific calculators are TI-30Xa Solar *School Edition*, CASIO Fx-260-School, Sharp 501 WBBK, Sharp EL501V.

If students are using other models of calculators, make sure that those calculators' functions do not exceed the specifications of the models listed above. Otherwise, students will have an unfair advantage over others who are using an approved calculator.

The following guidelines should be followed when addressing calculator use on the SOL tests:

- Students should be familiar with the calculator they are to use. Do not let testing time be the first time a student uses a calculator.
- Either a school-owned or student-owned calculator may be used on the appropriate SOL tests. Online scientific calculators are **not** available to students in TestNav.
- Students may use any four-function or state approved scientific calculators on the Grade 8 Science tests. (Refer to the list of APPROVED CALCULATORS in the chart on the previous page.)

STCs may distribute the hand-held manipulatives to you prior to testing or on the morning of testing. Extra copies of the mathematics formula sheets will be provided to you on the morning of testing. However, these Grades 6, 7, & 8 *Mathematics Formula Sheets* are available at:

<http://www.doe.virginia.gov/VDOE/Assessment/Manipulatives/>

## 5.2 Login to PEMSolutions™

If the STC has given you access to PEMSolutions to administer or monitor a test session, go to <http://www.pearsonaccess.com/va> prior to the testing session. Login using the Login ID and Password provided to you by the STC. The first time you use the newly assigned Login ID and Password, you will be required to read and accept the *TestSecurity Guidelines*. After doing so, you can print and sign this version by clicking the *Printer Friendly* link on the screen, or you can copy and sign the *Test Security Guidelines* included in this manual (Appendix A).

## 5.3 Receive Test Materials

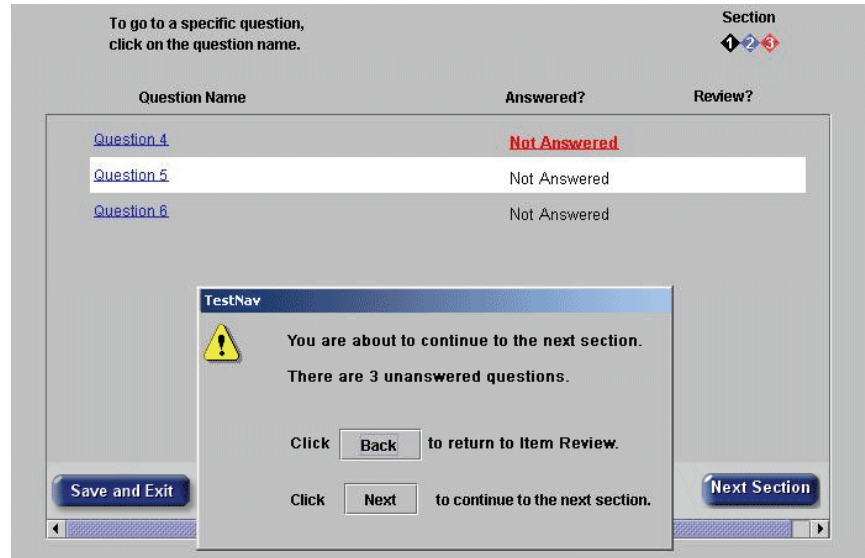
On the morning of testing, you will receive all materials needed to administer the online tests. The STC will provide you the following materials:

- Student Authorization tickets
- Proctor Authorization ticket (if Read-Aloud session)
- Seal Codes (Grades 6 and 7 *Mathematics* tests)
- Test Session Roster (optional)
- Appropriate test manipulatives/materials

The STC will ask you to initial an *Examiner's/Proctor's Test Booklet/Test Ticket Transmittal Form/Affidavit* (Appendix F), or a similar form, verifying your receipt of the test materials. The purpose of these forms is to track the secure materials throughout the test administration period. Be sure to count the number of test tickets you receive from the STC and ensure that you have a test ticket for each student listed on your session roster before you initial the form.

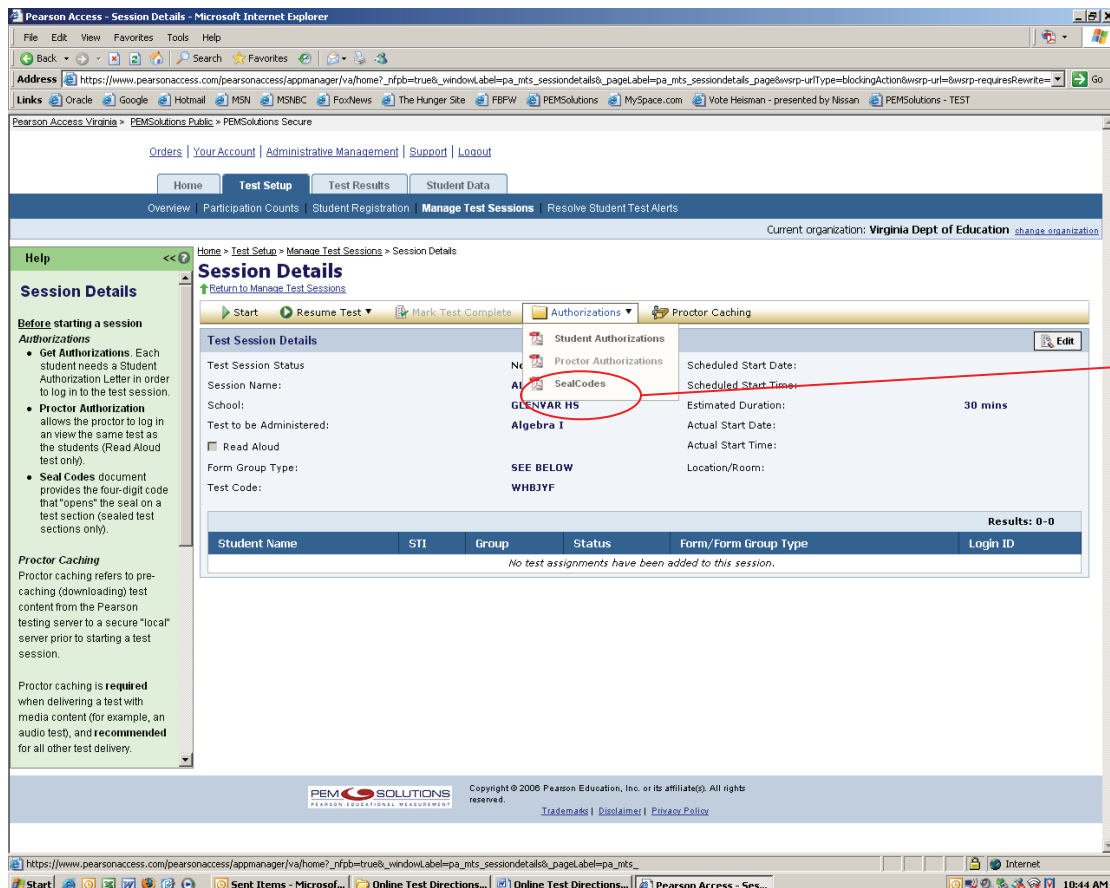
## 5.4 Understand When to Use Seal Codes

Each of the Grades 6 and 7 *Mathematics* tests contain a section break with a Seal Code. A Seal Code prevents a student from entering a sealed section of a test without permission. The Grades 6 and 7 *Mathematics* section breaks occur between the non-calculator and calculator sections of the test. Once a student leaves a section break, he or she may not return to that section.

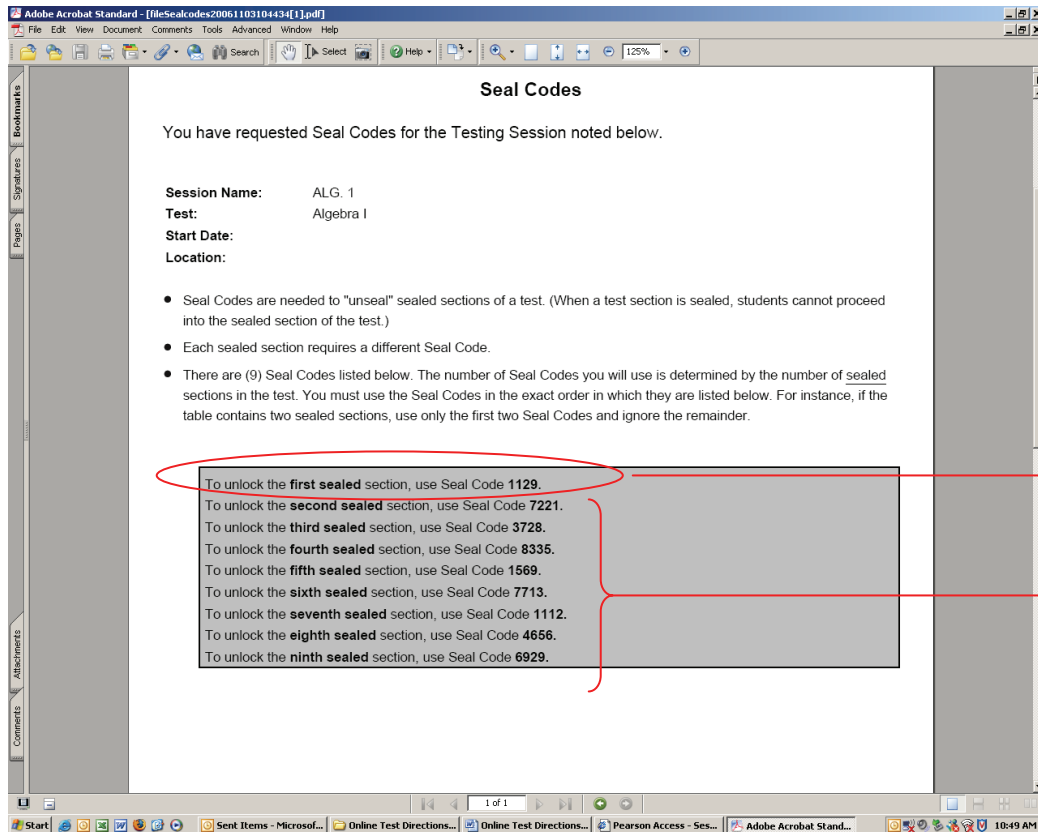


Before proceeding to the next section, students must enter the appropriate four-digit Seal Code. Seal Codes must be kept with secure materials.

Seal Codes can be printed from the Authorizations drop-down menu found on the *Session Details* screen. The Seal Codes PDF will appear on all *Session Details* screens but is only applicable when the test being administered in that session includes a sealed test section (such as Grades 6 and 7 *Mathematics* tests).



Seal Code PDF



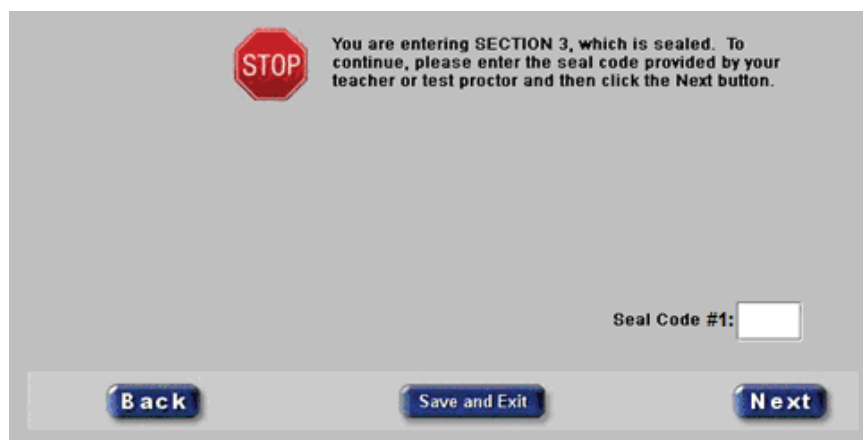
Four-digit seal code for the first sealed section

These seal codes will not be used.

Nine separate Seal Codes will appear on the PDF; however, only the first Seal Code will be used during any Grade 6 or 7 *Mathematics* test sessions. When students are ready to proceed to the next section, write the Seal Code for that section only on a dry-erase or chalkboard (or something similar) where all students can see the Seal Code. If a student is moved to a new session, a new Seal Code must be printed.

After the student has completed the last question in the first section of the test, an item review screen will appear for section one. At this time, students may complete a final review of items in the first section. After students are finished with section one *and* prior to the start of the break, students must click *Next Section* to lock section one.

The screen shown below will appear after the *Item Review* screen at the end of the section break. All testing workstations must be in *Exited* status or at the screen shown below **before** students are moved to an alternate test site or dismissed from the test session. After entering the Seal Code, the student can click *Next* to begin the next section.





**5.5 Verify Procedures for Student Break During Mathematics Tests**

The Grade 6 and Grade 7 *Mathematics* tests have two sections. In the Section 1, students may **not** use calculators. In Section 2, students **may** use calculators. Before the day of testing, the STC will instruct you to administer the online Grade 6 or Grade 7 *Mathematics* test with or without a classroom break.

“*Directions for No Break*” **or** “*Directions for the Flexible Break*” is located in Section 6.3 for online tests and Section 9.4 for paper/pencil tests.

## 6. SPECIFIC DUTIES OF EXAMINERS: DURING TESTING

### ◀ ONLINE TESTS ▶

#### 6.1 General Directions for Administering an Online Grade 6, 7, or 8 Test

##### 6.1.1 Check students' workstations

Make sure that all computer workstations are clear of books and other materials not needed for the test. Have students to place book bags away from the workstations. **Ensure that students have no access to cell phones or other electronic devices during testing.**

##### 6.1.2 Provide test manipulatives/materials

For online Grade 6, 7, and 8 *Mathematics* testing, the metric/standard ruler, straight-edge tool, formula sheets, and a protractor for Grade 6 *Mathematics* test only are available on the toolbar in TestNav™. Students may choose to use a “paper” *formula sheet*. Extra copies will be provided by your STC on the day of testing. The STC will also provide you instructions about how hand-held scientific calculators will be disseminated to students taking the Grade 6, 7, or 8 *Mathematics* tests.

For online Grade 8 *Science* testing, the metric/standard ruler, straight-edge tool, and the four-function calculator are available on the toolbar in TestNav™. Students may choose to use the four-function or scientific calculator. However, students must use a hand-held scientific calculator as this calculator is not available online. The STC will provide you instructions about how hand-held calculators will be distributed to students taking the Grade 8 *Science* test.

Students taking any of the Grade, 6, 7, and 8 tests may use scratch paper. The STC may distribute the scratch paper to you prior to testing or on the morning of testing, or you may be instructed to provide your own scratch paper for the testing session. As directed by your STC, the use of plain paper (including patty paper), lined paper, and grid paper are acceptable as scratch paper.

Be advised that any materials such as patty paper, dry-erase markers, or transparencies that are used to trace images on the computer monitor are **not** permissible in the administration of online tests.

See that each student has two sharpened soft-lead (No. 2) pencils with erasers. Have extra sharpened pencils and erasers available in an accessible place.

As appropriate, provide students any needed materials or supplies required for accommodations.

Students are **not** to have access to dictionaries.

##### 6.1.3 Understand TestNav™ set-up

You should understand how TestNav™ is set-up so that you can assist a student who is having difficulty navigating a test. The online tests are divided into sections. The directions and sample item are in Section 1 of all online tests. The test items and answer options are in Section 2. To navigate between the sections of an online test, the student may click on the *Go to...* button on the screen. This button will take the student to the *Item Review* screen. The sections of the test are designated in the upper right corner of the screen and appear as black diamonds. The diamond for the section that the student currently is in will be blue. Students may click on the diamond with a “1” to return to the directions and sample question.

**NOTE: If the sample question is not answered when a student *submits* the test, the summary screen that is displayed will indicate that one question is unanswered.**

#### 6.1.4 Monitor student progress

During the test administration, you should monitor the testing process by moving as unobtrusively as possible about the room. While moving about the room, check to ensure that students are able to select answers properly using TestNav™.

**Examiners should focus their attention on monitoring the testing process during the test administration and should not spend time reviewing test items. Refer to the Test Security Guidelines in Appendix A.**

#### 6.1.5 Check test session details

You can monitor the progress of all students assigned to a test session via the *Session Details* screen. The *Status* on the screen is color-coded. After each student's name, the student's real-time test status is indicated based on one of the descriptions in the following chart.

**Test Status**

Test Status	Test Status Description
<b>Black</b> (Ready)	The student has not yet started taking the test.
<b>Green</b> (Active)	The student has logged in and started taking the test.
<b>Orange</b> (Exited)	The student has exited TestNav™ but has not submitted answers. The student needs to be resumed before completing the test.
<b>Purple</b> (Resumed)	The student exited the test and has been authorized to resume the test.
<b>Purple</b> (Resumed-Upload)	The student exited the test and has been authorized to resume the test with upload.
<b>Teal</b> (Submitted)	The student has finished testing and submitted the answers to be scored.
<b>Blue</b> (Processing)	The test has been submitted and the system has begun processing the data.
<b>Red</b> (Completed)	The submitted test data has been processed.
<b>Red</b> (Marked Complete)	<p>The student has exited TestNav™ and will not resume the <u>same</u> test or the student has never logged into this test and must be accounted for.</p> <p><b>NOTE:</b> Click on <i>Marked Complete</i> icon to view the reason why the test was marked Complete.</p>

Be sure to click the browser's *Refresh* button frequently while viewing sessions. This button will update the students' *Status*.

As students begin to login and start the test, the student *Status* will turn green. As students submit their test, the student *Status* will turn red; a "red" status cannot be restarted. If a student exits TestNav™ (either inadvertently or purposefully) before completing the test, the student *Status* will turn orange.

### 6.1.6 Know how to resume a student's test

If a student exits TestNav™ or loses connection before submitting a test, a test administrator must resume the student's test before she/he can continue with the same test. The steps to resume a student's test are as follows:

- (1) Select the check box for the student on the *Session Details* screen.
- (2) Click the "Resume Test" link, and then select *Resume Test* or *Resume Test with File* in the drop-down list.
  - The *Resume Test* option indicates that the test will be resumed from the point the test was interrupted, without a saved response file.
  - The *Resume Test with File* option prompts TestNav™ to resume the test and search for a saved student response file.

After resuming the student's test on the Session Details screen, the student's status changes to "Resumed" (if *Resume Test* was selected) or "Resumed-Upload" (if *Resume Test with File* was selected). The student can now log into TestNav™ and continue with the same test.

**Be sure to contact your STC for guidance if a student needs to be resumed. Improperly resuming a test may delete the student's answers and leave no option for retrieval.**

Specific directions for administering online Grades 6, 7, and 8 tests by subject area are located in this manual as follows:

#### SPECIFIC DIRECTIONS FOR ADMINISTERING ONLINE TESTS

Grade Level	Subject Area Test	Section/Page
Grades 6, 7, & 8	Reading—including Audio	➡GO TO SECTION 6.2 ON PAGE 15➡
Grades 6 & 7	Mathematics—including Audio	➡GO TO SECTION 6.3 ON PAGE 24➡
Grade 8	Mathematics—including Audio	➡GO TO SECTION 6.4 ON PAGE 36➡
Grade 8	Science—including Audio	➡GO TO SECTION 6.5 ON PAGE 41➡

## 6.2 Specific Directions for Administering an Online Grade 6, 7, or 8 Reading Test

↓ DIRECTIONS FOR ALL ONLINE TESTS (INCLUDING AUDIO) START HERE ↓

**SAY** Today you will be taking the Grade [6 or 7 *Reading*, or 8 *Reading or Literacy*] test. This test will provide information about how well you understand this subject. It is important that you do your best on this test. I am going to give each of you a sheet of scratch paper and a Student Authorization ticket. Do not do anything until I instruct you to do so.

Distribute the scratch paper. Then distribute a Student Authorization tickets (test tickets) to each student.

**SAY** Look at the Student Authorization ticket. Your name should appear next to Student Name. If you have a ticket for someone other than yourself please raise your hand now.

Pause. Make sure all students have their Student Authorization ticket.

Have a supply of sharpened No. 2 pencils available for students to use during testing, if needed. Ensure that students also have any needed materials or supplies required for accommodations.

[\*You may skip these next two directions if you have launched TestNav™ and entered the URL so that the login screen is displaying on the computer screen when the students enter the testing location.]

**SAY** \*Find the “lightning bolt” TestNav™ icon which looks like a ‘T’ on your desktop. Double click on this icon. Wait until the TestNav™ browser is on your computer screen.

\*In the Address area at the top of the screen, enter the URL found on your Student Authorization ticket. [<http://www9.etest.pearson.com/VAP/>] Click on the GO button. You will now be directed to the Login screen.

➡ CONTINUE DIRECTIONS FOR ONLINE AUDIO TESTS ON PAGE 19 ➡

OR

↓ CONTINUE DIRECTIONS HERE FOR ONLINE REGULAR TESTS ONLY ↓

**SAY** From your Student Authorization ticket you should enter the Login ID, Password, and Test Code exactly as you see them on your ticket. Click on the Login button.

Students will be able to see their names in the upper left-hand corner of the screen as well as be able to see the percentage complete of the download of the initial part of the test. Once a student has successfully logged into the system, he/she will see the directions. When all students have logged in successfully,

**SAY** Look at the directions on your computer screen. Follow along on the computer screen as the directions are read aloud.

The test questions will be presented one at a time. Each question will be followed by several possible answers. The computer will allow you to have only one answer selected at a time for each question.

You can use the mouse or keyboard to navigate and select answers in TestNav™. To answer a question using the mouse, position the pointer over an answer and click once. To answer a question using your keyboard, simply type the letter that corresponds to the answer you wish to select. For example, to select option A, type the letter "A" on your keyboard.

Listed below are the available keystrokes and definitions [You may skip reading the keystroke combinations section below.]

CTRL/Control + Left Arrow .....	Back	(returns to the previous screen)
CTRL/Control + G .....	Go to	(navigates to review screen)
CTRL/Control + Delete/Del .....	Reset	(clears response from the current question)
CTRL/Control + R .....	Review	(marks the question for later review)
CTRL/Control + Right Arrow .....	Next	(moves you to the next screen)
Page Up .....	Scroll up	
Page Down .....	Scroll down	

If tools are available for this test, they can be accessed by clicking the appropriate icon on the toolbar at the top of the screen. For help with a tool, click on the *Help* icon on the toolbar at the top of the screen.

Do not attempt to leave the testing system by closing the window. Doing so will result in termination of the test. Restarting a test requires the test administrator's assistance.

When you get to each new reading passage, it will show by itself on the screen. After you have read the passage and clicked *Next*, the screen will be split into two parts. The top part will show the passage, and the lower part will show the question. Each part will have a scroll bar if needed.

Read each passage. Then read each question about the passage. Decide which is the best answer to each question. Using your mouse or keyboard, choose the best answer.

At the bottom of this page, click the *Next* button. Then you will see the sample item. Be sure to choose an answer to the sample question. If you do not answer the sample question, the summary screen at the end of the test will show that one question has not been answered.

Wait for students to click *Next*.

➡ CONTINUE DIRECTIONS ON NEXT PAGE FOR ONLINE REGULAR TESTS ONLY ➡



# ONLINE GRADES 6, 7, & 8 READING REGULAR TESTS

## DIRECTIONS FOR ONLINE TESTS WITH ONE SAMPLE ITEM

For Grade 8 *Reading* test, if you are administering form R6036, there is only one sample question.

**SAY** Read the sample passage to yourself.

Pause while students read the sample passage.

**SAY** Now look at the sample question. Read the question to yourself as I read it aloud: “*What does the word misplaced mean in this paragraph? (A) lost... (B) changed... (C) broken... (D) hidden.*” Either click on the best answer or choose the letter of the best answer from your keyboard.

Wait for students to select their response.

**SAY** Does everyone understand how to choose an answer on the computer screen?

Answer any questions related to the mechanics of selecting an answer on the computer screen.

**SAY** Which answer did you choose? (Pause for replies.)

**SAY** The best answer is “A.” For the sample question, either click on the best answer or choose the answer from your keyboard. Are there any questions on how to select a response on the computer screen?

Answer all questions related to the mechanics of selecting an answer on the computer screen.

➡ CONTINUE DIRECTIONS ON PAGE 22 ➡

**OR****ONLINE GRADES 6, 7, & 8 READING REGULAR TESTS****DIRECTIONS FOR ONLINE TESTS WITH TWO SAMPLE ITEMS**

Most online reading forms have two sample items.

**SAY** Read the sample passage to yourself.

Pause while students read the sample passage.

**SAY** Now read the Sample A question and each answer choice to yourself as I read aloud: *"This story is mostly about Mia—(A) working on a project at home... (B) choosing a new art project... (C) winning an art contest...(D) completing a painting."* (Pause.) Either click on the best answer or choose the letter of the best answer from your keyboard.

Wait for students to select their response.

**SAY** Does everyone understand how to choose an answer on the computer screen?

Answer any questions related to the mechanics of selecting an answer on the computer screen.

**SAY** Which answer did you choose? (Pause for replies.)

**SAY** The best answer is "C." For Sample A, either click on the best answer or choose the answer from your keyboard. Are there any questions on how to select a response on the computer screen?

Answer all questions related to the mechanics of selecting an answer on the computer screen.

**SAY** Click *Next* to see Sample B.

Wait for students to click Next.

**SAY** You do not need to read a passage to answer the following question. Read the question and each answer choice to yourself as I read aloud: *"What does the word misplaced mean? (A) lost... (B) changed... (C) broken... (D) hidden."* (Pause.) Either click on the best answer or choose the letter of the best answer from your keyboard.

Wait for students to select their response.

**SAY** Which answer did you choose? Pause for replies.

**SAY** The best answer is "A." For Sample B, either click on the best answer or choose the answer from your keyboard. Are there any questions on how to select a response on the computer screen?

Answer all questions related to the mechanics of selecting an answer on the computer screen.

➔ CONTINUE DIRECTIONS ON PAGE 22 ➔

↓CONTINUE DIRECTIONS HERE FOR ONLINE AUDIOTESTS ONLY ↓

### Online Audio Tests Only

**SAY From your Student Authorization ticket, you should enter the Login ID, Password, and Test Code exactly as you see them on your ticket.**

Pause. Students will be able to see their names in the upper left corner of the screen as well as the percentage complete of the download of the initial part of the test. Once a student has successfully logged into the system, he/she will see and hear the directions as they are read.

**SAY Once you click on the Login button the directions will be read to you. After listening to the directions, click *Next* at the bottom of the screen.**

After students have listened to the directions, they will click *Next* and the sample item will be read to them.

**SAY Listen to the sample item directions, passage, question, and possible answers as they are read to you. Then choose the best answer. Then wait for further instructions from me.**

Wait for students to select their response to the sample.

**SAY Does everyone understand how to choose an answer on the computer screen?**

Pause. Answer any questions.

➡CONTINUE DIRECTIONS ON THE NEXT PAGE ➡

**ONLINE GRADES 6, 7, & 8 READING TESTS - AUDIO ONLY****DIRECTIONS FOR ONLINE AUDIO TESTS WITH ONE SAMPLE ITEM**

For Grades 6 and 7 *Reading* tests, if you are administering form R9027, there is only one sample question—there is no sample B question.

For Grade 8 *Reading* test, if you are administering form R9037, there is only one sample question—there is no sample B question.

If you have any one of the forms listed above, read the following directions to students.

**SAY Listen to the Sample A directions, passage, question, and possible answers as they are read to you. Then choose the best answer. Either click on the best answer or choose the letter of the best answer from your keyboard. Raise your hand when you have finished. Then wait for further instructions from me.**

Pause.

**SAY Click *Next* to see Sample A.**

Pause while students listen to the directions, passage, question and possible answers, and choose the best answer. When all students have made their selection,

**SAY Which answer did you choose?**

Pause for replies.

**SAY The best answer is “A.” For the sample question, either click on the best answer or choose the answer from your keyboard. Are there any questions on how to select a response on the computer screen?**

Answer all questions related to the mechanics of selecting an answer on the computer screen.

➡ CONTINUE DIRECTIONS ON PAGE 22 ➡

OR

**ONLINE GRADES 6, 7, & 8 READING TESTS – AUDIO ONLY****DIRECTIONS FOR ONLINE AUDIO TESTS WITH TWO SAMPLE ITEMS**

Most online reading forms have two sample items.

**SAY** Listen to the Sample A directions, passage, question, and possible answers as they are read to you. Then choose the best answer for Sample A. Either click on the best answer or choose the letter of the best answer from your keyboard. Raise your hand when you have finished. Then wait for further instructions from me.

Pause.

**SAY** Click *Next* to see Sample A

Pause while students listen to the directions, passage, question and possible answers, and choose the best answer. When all students have made their selection,

**SAY** Which answer did you choose?

Pause for replies.

**SAY** The best answer is “C.” For Sample A, either click on the best answer or choose the answer from your keyboard. Are there any questions on how to select a response on the computer screen?

Answer all questions related to the mechanics of selecting an answer on the computer screen.

**SAY** Now, listen to the Sample B directions, question, and possible answers as they are read to you. Then choose the best answer for Sample B. Either click on the best answer or choose the letter of the best answer from your keyboard. Raise your hand when you have finished. Then wait for further instructions from me.

Pause.

**SAY** Click *Next* to see Sample B.

Pause while students listen to the directions, passage, question and possible answers, and choose the best answer. When all students have made their selection,

**SAY** Which answer did you choose?

Pause for replies.

**SAY** The best answer is “A.” For Sample B, either click on the best answer or choose the answer from your keyboard. Are there any questions on how to select a response on the computer screen?

Answer all questions related to the mechanics of selecting an answer on the computer screen.

➡ CONTINUE DIRECTIONS ON PAGE 22 ➡

↓ CONTINUE THE FOLLOWING DIRECTIONS FOR ALL ONLINE TESTS, INCLUDING AUDIO ↓

**SAY** The tools you can use for this test show in the toolbar at the top of your screen. Directions on how to use each tool are in the *Help* menu (identified by the question mark icon). Take a moment to click on the different tools.

Pause while the students explore using the tools.

**SAY** At any time during the test, you may click on the *Review* box located at the bottom of the screen to select that question to review later. At the end of the test, an *Item Review* screen will appear. This screen will show the questions you have not answered and the questions you have selected for review. You will be able to review any of the questions by clicking on the links in any column.

Does anyone have any questions about how to take the test on the computer?

Pause. Answer all questions.

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of responding to the test questions.

**SAY** You should answer all the questions and keep working until you come to the end of the test. You may have as much time as you need to complete this test. Use scratch paper for any writing you may need to do, but make sure to select your answers on the computer screen.

Remember to read each passage; then answer the questions about the passage. Choose the best answer for each question. If there is no passage, just read the question or questions and choose the best answer for each question.

Please raise your hand if you have any questions or problems with your computer during the test. When you have finished your test, please raise your hand. Do NOT click *Submit* or *Exit Test* without permission from me [or the Proctor].

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

**SAY** After your test has been submitted and I have collected your Student Authorization ticket and other test materials, [you may sit quietly or read if you wish or you will be dismissed to class].

Remember, after taking the test you should not discuss the test with anyone, including your classmates and teachers. Does everyone understand what to do?

Pause. Answer all questions. Administration of the REGULAR and AUDIO test may now begin.

**SAY** At the bottom of this screen click the *NEXT* button. You may start working now.

During test administration, monitor the testing process by moving as unobtrusively as possible about the room.

### STRUGGLING LEP STUDENTS

As you are monitoring students, be especially observant of LEP students who appear to be struggling with reading the test items.

You may discontinue testing for LEP students who struggle with reading the test items after the student has responded to five items. Students must answer at least five items to be counted as a participant in the *Reading* test.

Testing may be discontinued after an LEP student has had sufficient time to answer items on the reading test and indicates that he or she is unable to complete any more items. The LEP student should indicate to you either verbally, or non-verbally by shaking his/her head “no,” that he or she is not able to complete any more items or by not responding to the reading test questions.

After the student has indicated that he or she is unable to respond to any more test items,

**SAY** If you have completed as many items that you can, you may stop now. I will collect your materials. After your test has been submitted and I have collected your test ticket (Student Authorization ticket), [you may sit quietly or read if you wish or you will be dismissed to class].

When a student raises his or her hand and is ready to *Submit* the test, you should instruct the student to leave the final white screen showing and NOT click on the “Close” button. Leaving the final screen on the computer will ensure that students do not access any desk top applications or the Internet, as that may disrupt those still taking tests. When all students are completed with testing, you may instruct the students to click “Close” to exit the testing application.

As students finish testing, collect test materials (i.e., Student Authorization ticket and used scratch paper) from each individual student. Do not have students pass materials up or down the rows of workstations.

Be sure to account for all test materials, including Student Authorization tickets and used scratch paper **before** students are moved to an alternate test site or dismissed from the test session.

After the test session is over, return all test materials to the STC as specified in SECTION 7, PAGE 46. Test materials must be kept in a secure location until returned to the STC.

6.3 Specific Directions for Administering an Online Grade 6 or 7 *Mathematics* Test

↓DIRECTIONS FOR GRADES 6 AND 7 MATHEMATICS ONLINE TESTS (INCLUDING AUDIO)  
START HERE↓

**SEAL CODES**

Both Grade 6 and Grade 7 *Mathematics* tests have two sections. In Section 1, students **may not** use calculators. In Section 2, students **may** use calculators. The non-calculator section (Section 1) is administered first. In order for a student to enter Section 2 of the test, a Seal Code must be entered on the screen. The Seal Code prevents a student from entering Section 2 of the test without permission. Once the student enters the Seal Code, he or she may not return to Section 1. Make sure you are familiar with the Seal Code procedures and TestNav screens prior to testing. Refer to Section 5.4 of this manual.

**SAY** Today you will be taking the Grade [6 or 7 *Mathematics*] test. This test will provide information about how well you understand this subject. It is important that you do your best on this test. I am going to give each of you a sheet of scratch paper. You may use the formula sheet available online or a “paper” copy of the formula sheet. If you would like to use a paper formula sheet, please raise your hand. Do not do anything until I instruct you to do so.

Distribute the scratch paper. Then distribute formula sheets to the appropriate students

**SAY** Now, I am going to give each of you a Student Authorization ticket. Do not do anything until I instruct you to do so.

Distribute a Student Authorization tickets (test tickets) to each student.

**SAY** Look at the Student Authorization ticket. Your name should appear next to Student Name. If you have a ticket for someone other than yourself, please raise your hand now.

Pause. Make sure all students have their Student Authorization ticket.

Have a supply of sharpened No. 2 pencils available for students to use during testing, if needed. Ensure that students also have any needed materials or supplies required for accommodations.

[\*You may skip these next two directions if you have launched TestNav™ and entered the URL so that the login screen is displaying on the computer screen when the students enter the testing location.]

**SAY** \*Find the “lightning bolt” TestNav™ icon which looks like a ‘T’ on your desktop. Double click on this icon. Wait until the TestNav™ browser is on your computer screen.

**SAY** \*In the Address area at the top of the screen, enter the URL found on your Student Authorization ticket. [<http://www9.etest.pearson.com/VAP/>] Click on the GO button. You will now be directed to the Login screen.



➔ CONTINUE DIRECTIONS FOR ALL ONLINE AUDIO TESTS ON PAGE 28 TOP ➔

OR

↓ CONTINUE DIRECTIONS HERE FOR ALL ONLINE REGULAR TESTS ONLY ↓

**SAY** From your Student Authorization ticket you should enter the Login ID, Password, and Test Code exactly as you see it on your ticket. Click on the Login button.

Students will be able to see their names in the upper left corner of the screen as well as the percentage complete of the download of the initial part of the test. Once a student has successfully logged into the system, he/she will see the directions. When all students have logged in successfully,

**SAY** Look at the directions on your computer screen. Follow along on the computer screen as the directions are read aloud.

Test questions will be presented one at a time. Each question will be followed by several possible answers. The computer will allow you to have only one answer selected at a time for each question.

You can use the mouse or keyboard to navigate and select answers in TestNav™. To answer a question using the mouse, position the pointer over an answer and click once. To answer a question using your keyboard, type the letter that corresponds to the answer you wish to select. For example, to select option A, type the letter “A” on your keyboard.

Listed below are the available keystrokes and definitions [you may skip reading the keystroke combinations section below].

CTRL/Control + Left Arrow .....	Back	(returns to the previous screen)
CTRL/Control + G .....	Go to	(navigates to review screen)
CTRL/Control + Delete/Del .....	Reset	(clears response from the current question)
CTRL/Control + R .....	Review	(marks the question for later review)
CTRL/Control + Right Arrow .....	Next	(moves you to the next screen)
Page Up .....	Scroll up	
Page Down .....	Scroll down	

Navigation buttons appear at the bottom of the screen for each question. If you do not see the navigation buttons, you need to scroll down to reveal them. A scroll bar will appear on the right side of the window.

If tools are available for this test, they can be accessed by clicking the appropriate icon on the toolbar at the top of the screen. For help with a tool, click on the *Help* icon on the toolbar at the top of the screen.

If the screen is divided into two parts, the upper part displays information and the lower part displays the question. Each area will display a scroll bar if needed.

This test has two sections. In Section 1, you may use your scratch paper. You will be given a calculator to use in Section 2. Once you move to Section 2, you will not be able to

go back to Section 1 to review your answers. It is important to carefully review the questions and your answers in Section 1. Raise your hand after you have completed Section 1.

Do not attempt to leave the testing system by closing the window. If you close the window, your test will be ended. You will then need to ask me for help to restart your test.

Throughout the test, read and solve each question. Select the best answer using your mouse or keyboard.

Pause.

### ONLINE GRADE 6 MATHEMATICS REGULAR TESTS

**SAY** At the bottom of this page, click the *Next* button, and the sample item will appear. Be sure to *select* an answer to the sample question before proceeding. Otherwise, the summary screen will show that one question is unanswered.

Wait for students to click *Next*.

**SAY** Read the sample to yourself as I read it aloud: "*Which is less than one and sixty-four thousandths? (A) one and one hundred fifty-nine thousandths... (B) one and fifty-nine thousandths... (C) one and one hundred seventy-one thousandths... (D) one and seventy-one thousandths.*" Either click on the best answer or choose the letter of the best answer from your keyboard.

Wait for students to select their response.

**SAY** Does everyone understand how to choose the answer on the computer screen?

Pause, answer any questions.

**SAY** Which answer did you choose?

Pause for replies.

**SAY** The best answer is "B." For the sample question, either click on the best answer or choose the answer from your keyboard. Are there any questions on how to select a response on the computer screen?

Answer all questions related to the mechanics of selecting an answer on the computer screen.

➡ CONTINUE DIRECTIONS ON PAGE 29 BOTTOM ➡

**ONLINE GRADE 7 MATHEMATICS REGULAR TESTS**

**SAY** At the bottom of this page, click the *Next* button, and the sample item will appear. Be sure to *select* an answer to the sample question before proceeding. Otherwise, the summary screen will show that one question is unanswered.

Wait for students to click *Next*.

**SAY** Read the sample to yourself as I read it aloud: *“One hundred students were asked to name one favorite color. The chart shows the results. Read the chart. (Pause.) What percent of the students named blue? (A) 28%... (B) 29%... (C) 50%... (D) 57%...”* Either click on the best answer or choose the letter of the best answer from your keyboard.

Wait for students to select their response.

**SAY** Does everyone understand how to choose the answer on the computer screen?

Pause, answer any questions.

**SAY** Which answer did you choose? Pause for replies.

**SAY** The best answer is “A.” For the sample question, either click on the best answer or choose the answer from your keyboard. Are there any questions on how to select a response on the computer screen?

Answer all questions related to the mechanics of selecting an answer on the computer screen.

➡ CONTINUE DIRECTIONS ON PAGE 29 BOTTOM ➡

↓ CONTINUE DIRECTIONS HERE FOR ALL ONLINE AUDIO TESTS ONLY ↓

### All Online Audio Tests Only

**SAY** From your Student Authorization ticket, you should enter the Login ID, Password, and Test Code exactly as you see it on your ticket. Once you click on the Login button the directions will be read to you.

Students will be able to see their names in the upper left corner of the screen as well as the percentage complete of the download of the initial part of the test. Once a student has successfully logged into the system, he/she will see and hear the directions as they are read.

**SAY** After listening to the directions, click *Next* at the bottom of the screen.

Wait for students to click *Next*,

➡ FOR GRADE 7 TESTS GO TO PAGE 29 TOP ➡

↓ FOR GRADE 6 TESTS CONTINUE DIRECTIONS BELOW ↓

### ONLINE GRADE 6 MATHEMATICS TESTS— AUDIO ONLY

**SAY** Listen to the sample question and possible answers as they are read to you. Then choose the best answer. Either click on the best answer or choose the letter of the best answer from your keyboard. Raise your hand when you have finished. Then wait for further instructions from me.

Pause while students listen to directions, question and possible answers, and choose the best answer.

**SAY** Does everyone understand how to choose the answer on the computer screen?

Pause, answer any questions.

**SAY** Which answer did you choose? Pause for replies.

**SAY** The best answer is "B." For the sample question, either click on the best answer or choose the answer from your keyboard. Are there any questions on how to select a response on the computer screen?

Answer all questions related to the mechanics of selecting an answer on the computer screen.

➡ CONTINUE DIRECTIONS ON PAGE 29 BOTTOM ➡

**ONLINE GRADE 7 MATHEMATICS TESTS— AUDIO ONLY**

**SAY** Listen to the sample question and possible answers as they are read to you. Then choose the best answer. Either click on the best answer or choose the letter of the best answer from your keyboard. Raise your hand when you have finished. Then wait for further instructions from me.

Pause while students listen to directions, question and possible answers, and choose the best answer.

**SAY** Does everyone understand how to choose the answer on the computer screen?

Pause, answer any questions.

**SAY** Which answer did you choose? Pause for replies.

**SAY** The best answer is “A.” For the sample question, either click on the best answer or choose the answer from your keyboard. Are there any questions on how to select a response on the computer screen?

Answer all questions related to the mechanics of selecting an answer on the computer screen.

↓CONTINUE DIRECTIONS FOR ALL GRADE 6 OR 7 ONLINE TESTS, INCLUDING AUDIO↓

**SAY** The tools you can use for this test show in the toolbar at the top of your screen. Directions on how to use each tool are in the *Help* menu (identified by the question mark icon). Take a moment to click on the different tools.

Pause while the students explore using the tools.

**SAY** At any time during the test, you may click on the *Review* box located at the bottom of the screen to select that question to review later. At the end of Section 1, an *Item Review* screen will appear. This screen will show the questions you have not answered and the questions you have selected for review. You will be able to review any of the questions by clicking on the links in any column.

**Does anyone have any questions about how to take the test on the computer?**

Pause. Answer all questions.

The section break for the Grade 6 or 7 Mathematics test occurs between the non-calculator and calculator sections and require a Seal Code. Once the student leaves Section 1, the non-calculator section, he or she may not return to this section. Before proceeding to Section 2, students must enter the appropriate four-digit Seal Code. After entering the Seal Code, the student can click *Next* to begin Section 2.

If you have been instructed by your STC *not* to provide students a classroom break, then read the instructions in the shaded box, "Directions for No Break." Announce to the class that directions for Section 2 will be read to students individually rather than to the entire group. As the students complete Section 1 of the mathematics test, you will give each student a calculator and will read the test directions quietly to each student at his/her work station.

or

If you have been instructed by your STC to provide students a classroom break between Section 1 and Section 2, then read the instructions in the shaded box, "Directions for Flexible Break."

### **Grade 6 or 7 Mathematics Test (Including Audio)**

#### **DIRECTIONS FOR NO BREAK**

**SAY** You may have as much time as you need to complete questions in Section 1 of the Grade [6 or 7] *Mathematics* test, before starting Section 2. After you have finished the last question in Section 1, you will see the *Item Review* screen for this section.

Click *Next Section* on the Item Review screen. You will see a screen that reads, "You are about to continue to the next section." It will also show how many unanswered questions you have.

**SAY** Click *Next* to continue to the next section. You should see a stop sign on your screen. Do NOT click "Exit Test" and do not click "Next" until I tell you to do so.

For some questions, you may need to use the online ruler or the online formula sheet or a paper copy of the formula sheet. You may use scratch paper for any writing you may need to do, but make sure to select your answers on the computer screen.

Please raise your hand if you have any questions or problems with your computer during the test.

Also, remember to raise your hand when you have completed Section 1. I will give each of you a calculator and I will read the test directions for Section 2 to you individually at your work stations. Does everyone understand what to do?

After all questions have been answered,

**Directions for No Break, continued**

**SAY** At the bottom of this screen, click the **NEXT** button. You may start working now on Section 1. Take as much time as you need for questions in this section. You will **NOT** be able to return to these questions when we begin Section 2. When you do finish, raise your hand when you are ready to go on to the rest of the Mathematics test.

Monitor the students carefully. As students raise their hands, indicating when they have completed Section 1, make sure that students do not *Exit* TestNav at the section break.

When the student indicates that he/she is ready to resume testing, distribute a calculator.

Read the following directions for Section 2 quietly to each student,

**SAY** Here is a scientific calculator. Check to be sure your calculator is working. Be sure you understand which keys to press for the numbers and which keys to press for the operations.

**Do you understand what to do?**

Answer all questions.

**SAY** Now click *Next* to continue to the next section. Then enter the four-digit Seal Code (####) that I will give to you. (Provide the four-digit Seal Code to the student written on a sheet of paper.) Now, you will see the directions for Section 2 of the Mathematics test.

Refer to Section 5.4 of this manual for more detailed information on Seal Codes.

Monitor the student carefully to ensure that he/she enters the Seal Code to continue to Section 2 of the test.

**SAY** You will be able to read the following directions on the screen.

This is the second section of the Mathematics test. For some questions, you may need to use the online tools available. The tools for this test can be used by clicking the tool's icon on the toolbar at the top of the window. For help with a tool, click on the *Help* icon on the toolbar.

You may use the calculator whenever you want. You may use your scratch paper for any writing you may have to do, but make sure to select your answers on the computer.

Read and solve each question. Using your mouse or keyboard, choose the best answer.

You should answer all of the questions in this section of the test and keep working until you come to the end of the test. You may have as much time as you need to complete this test. When you finish this section, you may check your work on questions in Section 2 only. Does everyone understand what to do?

**Directions for No Break, continued**

After all questions have been answered,

**SAY At the bottom of this page, click the *Next* button. You may start working now.**

Assist any students if necessary.

**SAY When you have finished, raise your hand and I will collect your materials. Do NOT click Submit or Exit Test without permission from me [or the Proctor].**

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

**SAY After your test has been submitted and I have collected your Student Authorization ticket and other materials, [you may sit quietly or read if you wish or you will be dismissed to class].**

[Students should not be allowed to go online and access the Internet or other applications as it may disrupt those still taking tests. Examiners should instruct students to leave the final screen showing and NOT to click on the "OK" button until instructed to do so.]

**SAY Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.**

Continue directions on page 35.

**OR**

## **Grade 6 or 7 Mathematics Test (Including Audio)**

### **DIRECTIONS FOR FLEXIBLE BREAK**

Allow students to take a break between Section 1 and Section 2 of the Grade 6 or 7 *Mathematics* test. Your STC will provide specific instructions regarding how long students should take a break for this test.

**SAY You may have as much time as you need to complete questions in Section 1 of the Grade [6 or 7] Mathematics test before starting Section 2. After you have finished the last question in Section 1, you will see the Item Review screen for this section.**

Click *Next Section* on the Item Review screen. You will see a screen that reads, "You are about to continue to the next section." It will also display how many unanswered questions you have.

Click *Next* to continue to the next section. You should see a stop sign on your screen. Do NOT click "Exit Test" and do not click "Next" until I tell you to do so. We will take a short break after completing the last question in Section 1. Be sure to complete and review all questions in this section because you will not be able to return to these questions after the break.



**Directions for Flexible Break, continued**

For some questions, you may need to use the online ruler or the online formula sheet or a paper copy of the formula sheet. You may use scratch paper for any writing you may need to do, but make sure to select your answers on the computer screen.

Please raise your hand if you have any questions or problems with your computer during the test. When you have finished your test, please raise your hand. Do NOT click Submit or Exit Test without permission from me [or the Proctor]. Does everyone understand what to do?

After all questions have been answered,

**SAY At the bottom of this screen, click the *Next* button. You may start working now.**

After about 20 minutes or when most students have finished the last question in Section 1,

**SAY If you have finished, raise your hand. I will collect your materials. If you have not finished, continue working and take as much time as you need for the questions in Section 1. You will NOT be able to return to these questions when we begin Section 2 of the test. When you do finish, raise your hand. After I have collected your Student Authorization ticket and other materials, you may sit quietly or read if you wish.**

When most students have finished,

**SAY We will take a break now.**

Collect all test materials from those students who have completed the section. All items should be collected from each individual student rather than passed up or down the rows of computer work stations. Allow those students who have not finished to continue working. You may move these students to an alternate test area. Should this become necessary, have the students Exit their test and do not allow them to discuss the test in any way during the move. Be sure to account for all test materials including Student Authorization tickets, used formula sheets, and scratch paper before the students are moved to the alternate test area. Test materials must be kept secure while students are moved.

Allow the remaining students to take a break as instructed by the STC before you continue administration of the Grade 6 or 7 *Mathematics* test.

If students *Exit* TestNav™ prior to the break, their tests must be resumed in Test Session Management and they must log back into TestNav™. If students do not *Exit* TestNav™ at the section break, they **must return to their original workstations** and then enter the four-digit Seal Code to complete the test.

When you are ready to resume testing,

**SAY I will now give you back your scratch paper, Student Authorization ticket, and formula sheet. I will also give you a scientific calculator. Do not click *Next* until I tell you to do so.**

Distribute the scratch paper, Student Authorization tickets, formula sheets, and calculators

**SAY Check to be sure your hand-held scientific calculator is operating correctly. Be sure you understand which keys to press for the numbers and which keys to press for the operations. Are there any questions?**

Answer all questions.

**Directions for Flexible Break, continued**

**SAY Click *Next* to continue to the next section.**

Refer to Section 5.4 of this manual for more detailed information on Seal Codes. When all students are ready to proceed to Section 2, write the Seal Code for that section only on a dry-erase board or chalkboard (or something equivalent) where all students will be able to see the Seal Code.

**SAY Enter the following four-digit Seal Code (####).**

**You should see the directions for Section 2. Does everyone see Section 2?**

Assist any students if necessary.

**SAY Follow along on the computer screen as the directions below are read to you.**

**This is the second section of the Mathematics test. For some questions, you may need to use the online tools available. The tools for this test can be used by clicking the tool's icon on the toolbar at the top of the window. For help with a tool, click on the *Help* icon on the toolbar.**

**You may use the calculator whenever you want. You may use your scratch paper for any writing you may have to do, but make sure to select your answers on the computer screen.**

**Read and solve each question. Using your mouse or keyboard, choose the best answer.**

**You should answer all of the questions in this section of the test and keep working until you come to the end of the test. You may have as much time as you need to complete this test. When you finish this section, you may check your work on questions only. Does everyone understand what to do?**

Answer all questions.

**SAY When you have finished, raise your hand and I will collect your materials. Do NOT click Submit or Exit Test without permission from me [or the Proctor].**

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

**SAY After your test has been submitted and I have collected your Student Authorization ticket and other materials, [you may sit quietly or read if you wish or you will be dismissed to class].**

[Students should not be allowed to go online and access the Internet or other applications as it may disrupt those still taking tests. Examiners should instruct students to leave the final screen showing and NOT to click on the "OK" button until instructed to do so.]

**SAY Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.**

### Directions for Flexible Break, continued

**SAY** At the bottom of this page, click the *Next* button. You may start working now.

When a student raises his or her hand and is ready to *Submit* the test, you should instruct the student to leave the final white screen showing and NOT click on the “Close” button. Leaving the final screen on the computer will ensure that students do not access any desk top applications or the Internet, as that may disrupt those still taking tests. When all students are completed with testing, you may instruct the students to click “Close” to exit the testing application.

As students finish testing, collect test materials (i.e., Student Authorization ticket, formula sheet, and used scratch paper) from each individual student. Do not have students pass materials up or down the rows of workstations.

Be sure to account for all test materials, including Student Authorization tickets, formula sheets, and used scratch paper **before** students are moved to an alternate test site or dismissed from the test session.

After the test session is over, return all test materials to the STC as specified in SECTION 7, PAGE 46. Test materials must be kept in a secure location until they are returned to the STC.

CONTINUE DIRECTIONS FOR ALL GRADE 6 AND 7 MATHEMATICS TESTS (INCLUDING AUDIO)

During test administration, monitor the testing process by moving as unobtrusively as possible about room.

6.4 Specific Directions for Administering an Online Grade 8 *Mathematics* Test

↓DIRECTIONS FOR GRADES 8 MATHEMATICS ONLINE TESTS (INCLUDING AUDIO)  
START HERE↓

**SAY** Today you will be taking the SOL Grade 8 *Mathematics* test. This test will provide information about how well you understand this subject. It is important that you do your best on the test.

I am going to give each of you a scientific calculator, a sheet of scratch paper, and a Student Authorization ticket. You may use the formula sheet available online or a paper copy of the formula sheet. If you would like to use a paper formula sheet and need one for the test, please raise your hand. Do not do anything until I instruct you to do so.

Distribute scratch paper. Then distribute calculators.

**SAY** Check to be sure your handheld calculator is operating correctly. Be sure you understand which keys to press for the numbers and which keys to press for the operations. There is not a scientific calculator available online. Are there any questions?

Pause.

**SAY** You may use the formula sheet available online or a paper copy of the formula sheet. If you would like to use a paper formula sheet and need one for the test, please raise your hand.

If needed, distribute formula sheets.

**SAY** Now, I am going to give each of you a Student Authorization ticket.

Distribute a Student Authorization ticket (test ticket) to each student.

**SAY** Look at the Student Authorization ticket. Your name should appear next to Student Name. If you have a ticket for someone other than yourself, please raise your hand now.

Pause. Make sure all students have their Student Authorization ticket.

Have a supply of sharpened No. 2 pencils available for students to use during testing, if needed. Ensure that students also have any needed materials or supplies required for accommodations.

[\*You may skip these next two directions if you have launched TestNav™ and entered the URL so that the login screen is displaying on the computer screen when the students enter the testing location.]

**SAY** \*Find the “lightning bolt” TestNav™ icon which looks like a ‘T’ on your desktop. Double click on this icon. Wait until the TestNav™ browser is on your computer screen.

\*In the Address area at the top of the screen, enter the URL found on your Student Authorization ticket. [<http://www9.etest.pearson.com/VAP/>] Click on the GO button. You will now be directed to the Login screen.

➔ CONTINUE DIRECTIONS FOR ONLINE AUDIO TESTS ON PAGE 38 ➔

OR

↓ CONTINUE DIRECTIONS HERE FOR ONLINE REGULAR TESTS ONLY ↓

**From your Student Authorization ticket you should enter the Login ID, Password, and Test Code exactly as you see it on your ticket. Click on the Login button.**

Students will be able to see their names in the upper left-hand corner of the screen as well as be able to see the percentage complete of the download of the initial part of the test. Once a student has successfully logged into the system, he/she will see the directions page. Continue when all students have logged in successfully.

**SAY Look at the directions on your computer screen. Follow along on the computer screen as the directions below are read to you. The test questions will appear one at a time. On the screen, you will see the question and four possible answers. The computer will only allow you to choose one answer for each question.**

**You can use the mouse or keyboard to choose answers and to move through the test. To answer a question using the mouse, place the pointer over an answer and click once.**

**To answer a question using your keyboard, type the letter that matches your answer. For example, to select answer A, type the letter A on your keyboard.**

**To move through the test using the mouse, click on the *Next*, *Back*, or *Go to...* buttons at the bottom of each screen. If you do not see the buttons, scroll down using the scroll bar on the right side of the window.**

**To move through the test using the keyboard, use the keystrokes listed below. These keystrokes are also printed on the bottom of your test ticket. [You may skip reading the keystroke combinations section below.]**

CTRL/Control + Left Arrow .....	Back	(returns to the previous screen)
CTRL/Control + G .....	Go to...	(goes to review screen)
CTRL/Control + Delete/Del .....	Reset	(clears answer from the current question)
CTRL/Control + R .....	Review	(marks the question for later review)
CTRL/Control + Right Arrow .....	Next	(moves you to the next screen)
Page Up .....	Scroll up	
Page Down .....	Scroll down	

**SAY The tools for this test can be used by clicking the tool's icon on the toolbar at the top of the window. For help with a tool, click on the *Help* icon on the toolbar.**

**You may use your scratch paper at any time.**

**Do not try to leave the test by closing the window. If you close the window, your test will be ended. You will then need to ask the Examiner for help to restart your test.**

Read each question and choose the best answer. Using your mouse or keyboard, select the answer you have chosen.

At the bottom of this page, click the *Next* button. The sample item will appear. Be sure to choose an answer to the sample question. If you do not answer the sample question, the summary screen at the end of the test will show that one question has not been answered.

Wait for students to click *Next*.

**SAY** Read the sample to yourself as I read it aloud. "*Vicki had \$228. She spends \$37 on a gift. How much did she have left?* (Pause.) (A) \$211 ... (B) \$191... (C) \$181... (D) \$164 ...." Either click on the best answer or choose the letter of the best answer from your keyboard.

Wait for students to select their response.

**SAY** Does everyone understand how to choose an answer on the computer screen?

Pause. Answer all questions.

**SAY** Which answer did you choose?

Pause for replies.

**SAY** The best answer is "B." Does everyone understand why "B" is the best answer? For the sample question, either click on the best answer or choose the answer from your keyboard. Are there any questions on how to select a response on the computer screen?

Answer all questions related to the mechanics of selecting an answer on the computer screen.

➡ CONTINUE DIRECTIONS ON PAGE 39 BOTTOM ➡

↓ CONTINUE DIRECTIONS HERE FOR ALL ONLINE AUDIO TESTS ONLY ↓

### Online Audio Tests Only

**SAY** From your Student Authorization ticket, you should enter the Login ID, Password, and Test Code exactly as you see it on your ticket. Once you click on the Login button the directions will be read to you.

Students will be able to see their names in the upper left corner of the screen as well as the percentage complete of the download of the initial part of the test. Once a student has successfully logged into the system, he/she will see and hear the directions as they are read.

**SAY** After listening to the directions, click *Next* at the bottom of the screen.

Wait for students to click *Next*.

➡ CONTINUE DIRECTIONS ON THE NEXT PAGE TOP ➡

**ONLINE GRADE 8 MATHEMATICS TESTS— AUDIO ONLY**

**SAY** Listen to the sample question and possible answers as they are read to you. Then choose the best answer. Either click on the best answer or choose the letter of the best answer from your keyboard. Raise your hand when you have finished. Then wait for further instructions from me.

Pause while students listen to directions, question and possible answers, and choose the best answer.

**SAY** Does everyone understand how to choose the answer on the computer screen?

Pause, answer any questions.

**SAY** Which answer did you choose? Pause for replies.

**SAY** The best answer is “B.” For the sample question, either click on the best answer or choose the answer from your keyboard. Are there any questions on how to select a response on the computer screen?

Answer all questions related to the mechanics of selecting an answer on the computer screen.

↓CONTINUE DIRECTIONS FOR ALL ONLINE TESTS, INCLUDING AUDIO↓

**SAY** The tools you can use for this test show in the toolbar at the top of your screen. Directions on how to use each tool are in the Help menu (identified by the question mark icon). Take a moment to click on the different tools.

Pause while the students explore using the tools.

**SAY** At any time during the test, you may click on the Review box located at the bottom of the screen to select that question to review later. At the end of this section, an Item Review screen will appear. This screen will show the questions you have not answered and the questions you have selected for review. You will be able to review any of the questions by clicking on the question link.

**SAY** Does anyone have any questions about how to take the test on the computer?

Pause. Answer all questions.

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of responding to the test questions.

**SAY** You should answer all of the questions and keep working until you come to the end of the test. You may have as much time as you need to complete this test. For some questions, you may need to use the ruler or formula sheet, and you may use the calculator for any questions. If you use a ruler, you must use the online ruler. You may use either the online or hand-held formula sheet. You must use the hand-held calculator. Use scratch paper

for any writing you may need to do, but make sure to select your answers on the computer screen.

**Remember to read and solve each problem. Choose the best answer for each question. Please raise your hand if you have any questions or problems with your computer during the test. When you have finished your test, please raise your hand. Do NOT click Submit or Exit Test without permission from me [or Proctor].**

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

**SAY After your test has been submitted and I have collected your Student Authorization ticket and other test materials, [you may sit quietly or read if you wish or you will be dismissed to class].**

**Remember, after taking the test you should not discuss the test with anyone, including your classmates and teachers. Does everyone understand what to do?**

Pause. Answer all questions. Administration of the online REGULAR and AUDIO test may now begin.

**SAY At the bottom of this screen click the *NEXT* button. You may start working now.**

During test administration, monitor the testing process by moving as unobtrusively as possible about the room.

When a student raises his or her hand and is ready to *Submit* the test, you should instruct the student to leave the final white screen showing and NOT click on the "Close" button. Leaving the final screen on the computer will ensure that students do not access any desk top applications or the Internet, as that may disrupt those still taking tests. When all students are completed with testing, you may instruct the students to click "Close" to exit the testing application.

As students finish testing, collect test materials (i.e., Student Authorization ticket, used formula sheet, and used scratch paper) from each individual student. Do not have students pass materials up or down the rows of workstations.

Be sure to account for all test materials, including Student Authorization tickets, used formula sheets, and used scratch paper **before** students are moved to an alternate test site or dismissed from the test session.

After the test session is over, return all test materials to the STC as specified in SECTION 7, PAGE 46. Test materials must be kept in a secure location until they are returned to the STC.



## 6.5 Specific Directions for Administering an Online Grade 8 Science Test

↓DIRECTIONS FOR ALL ONLINE GRADE 8 SCIENCE TEST (INCLUDING AUDIO) START HERE↓

**SAY** Today you will be taking the SOL Grade 8 *Science* test. This test will provide information about how well you understand this subject. It is important that you do your best on the test. I am going to give each of you a sheet of scratch paper.

Distribute scratch paper.

**SAY** You may use the four-function calculator available online or a hand-held four-function or scientific calculator. If you would like to use a hand-held calculator and need one for the test, please raise your hand. Do not do anything until I instruct you to do so.

Distribute calculators to the appropriate students.

**SAY** If you have a hand-held calculator, check to be sure it is operating correctly. Be sure you understand which keys to press for the numbers and which keys to press for the operations. In a moment, you will have an opportunity to practice with the online four-function calculator as well. There is not a scientific calculator available online. Are there any questions?

Pause. Answer all questions.

**SAY** Now, I am going to give each of you a Student Authorization ticket. Do not do anything until I instruct you to do so.

Distribute a Student Authorization Ticket (test ticket) to each student.

**SAY** Look at the Student Authorization ticket. Your name should appear next to Student Name. If you have a ticket for someone other than yourself, please raise your hand now.

Pause. Make sure all students have their Student Authorization Ticket.

Have a supply of sharpened No. 2 pencils available for students to use during testing, if needed. Ensure that students also have any needed materials or supplies required for accommodations.

[\*You may skip these next two directions if you have launched TestNav™ and entered the URL so that the login screen is displaying on the computer screen when the students enter the testing location.]

**SAY** \*Find the “lightning bolt” TestNav™ icon which looks like a ‘T’ on your desktop. Double click on this icon. Wait until the TestNav™ browser is on your computer screen.

\*In the Address area at the top of the screen, enter the URL found on your Student Authorization ticket. [<http://www9.etest.pearson.com/VAP/>] Click on the GO button. You will now be directed to the Login screen.

➡ CONTINUE DIRECTIONS FOR ONLINE GRADE 8 SCIENCE AUDIO TESTS ON PAGE 43  
BOTTOM➡

OR

↓ CONTINUE DIRECTIONS HERE FOR ONLINE GRADE 8 SCIENCE REGULAR TESTS ONLY ↓

**SAY** From your Student Authorization ticket you should enter the Login ID, Password, and Test Code exactly as you see it on your ticket. Click on the Login button.

Students will be able to see their names in the upper left-hand corner of the screen as well as be able to see the percentage complete of the download of the initial part of the test. Once a student has successfully logged into the system, he/she will see the directions. When all students have logged in successfully,

**SAY** Look at the directions on your computer screen. Follow along on the computer screen as the directions are read aloud.

The test questions will be presented one at a time. Each question will be followed by several possible answers. The computer will allow you to have only one answer selected at a time for each question.

You can use the mouse or keyboard to navigate and select answers in TestNav™. To answer a question using the mouse, position the pointer over an answer and click once. To answer a question using your keyboard, simply type the letter that corresponds to the answer you wish to select. For example, to select option A, type the letter "A" on your keyboard.

Listed below are the available keystrokes and definitions [You may skip reading the keystroke combinations section below.]

CTRL/Control + Left Arrow .....	Back	(returns to the previous screen)
CTRL/Control + G .....	Go to	(navigates to review screen)
CTRL/Control + Delete/Del .....	Reset	(clears response from the current question)
CTRL/Control + R .....	Review	(marks the question for later review)
CTRL/Control + Right Arrow .....	Next	(moves you to the next screen)
Page Up .....	Scroll up	
Page Down .....	Scroll down	

Navigation buttons appear at the bottom of the screen for each question. If you do not see the navigation buttons, you need to scroll down to reveal them. A scroll bar will appear on the right side of the window.

If tools are available for this test, they can be accessed by clicking the appropriate icon on the toolbar at the top of the screen. For help with a tool, click on the *Help* icon on the toolbar at the top of the screen.

Do not attempt to leave the testing system by closing the window. Doing so will result in termination of the test. Restarting a test requires the test administrator's assistance.

Throughout the test, read and answer each question. Select the best answer using your mouse or keyboard.

At the bottom of this page, click the *Next* button and a sample item will appear. Be sure to select an answer to the sample question. If you do not answer the sample question, the summary screen at the end of the test will show that one question has not been answered.

Wait for students to click *Next*.

**SAY** Read the sample to yourself as I read it aloud. *“These animals are grouped together because all of them — (A) live in the water... (B) are fish... (C) are warm-blooded... (D) lay eggs.”* Either click on the best answer or choose the letter of the best answer from your keyboard. Does everyone understand how to choose an answer on the computer screen?

Answer all questions related to the mechanics of selecting an answer on the computer screen..

**SAY** Which answer did you choose?

Pause for replies.

**SAY** The best answer is “A.” For the sample question, either click on the best answer or choose the letter of the best answer from your keyboard. Are there any questions on how to select an answer on the computer screen?

Answer all questions related to the mechanics of selecting an answer on the computer screen.

➡ CONTINUE DIRECTIONS FOR THE ONLINE GRADE 8 SCIENCE REGULAR TESTS ON PAGE 44 ➡

#### ONLINE GRADE 8 SCIENCE TEST— AUDIO ONLY

**SAY** From your Student Authorization ticket, you should enter the Login ID, Password, and Test Code exactly as you see it on your ticket. Once you click on the Login button the directions will be read to you.

Students will be able to see their names in the upper left corner of the screen as well as the percentage complete of the download of the initial part of the test. Once a student has successfully logged into the system, he/she will see and hear the directions as they are read.

**SAY** After listening to the directions, click *Next* at the bottom of the screen.

Wait for students to click *Next*,

**SAY** Listen to the sample question and possible answers as they are read to you. Then choose the best answer. Either click on the best answer or choose the letter of the best answer from your keyboard. Raise your hand when you have finished. Then wait for further instructions from me.

Pause while students listen to directions, question and possible answers, and choose the best answer.

**SAY** Does everyone understand how to choose the answer on the computer screen?

Answer any questions related to the mechanics of selecting an answer on the computer screen.

**SAY** Which answer did you choose? (Pause for replies.)

**SAY** The best answer is “A.” For the sample question, either click on the best answer or choose the answer from your keyboard. Are there any questions on how to select a response on the computer screen?

Answer all questions related to the mechanics of selecting an answer on the computer screen.

➡ CONTINUE DIRECTIONS ON THE NEXT PAGE ➡

↓ CONTINUE THE FOLLOWING DIRECTIONS FOR ALL ONLINE GRADE 8 SCIENCE TESTS, INCLUDING AUDIO ↓

**SAY** The tools you can use for this test show in the toolbar at the top of your screen. Directions on how to use each tool are in the Help menu (identified by the question mark icon). Take a moment to click on the different tools.

Pause while the students explore using the tools.

**SAY** At any time during the test, you may click on the Review box located at the bottom of the screen to select that question to review later. At the end of this section, an Item Review screen will appear. This screen will show the questions you have not answered and the questions you have selected for review. You will be able to review any of the questions by clicking on the question link.

**Does anyone have any questions about how to take the test on the computer?**

Pause. Answer all questions.

Before actual testing starts, make sure the test procedures are very clear to the students. Questions should be encouraged so that every student understands the mechanics of responding to the test questions.

**SAY** You should answer all of the questions and keep working until you come to the end of the test. You may have as much time as you need to complete this test. For some questions, you may need to use the online ruler, and you may use the calculator whenever you want. You may use the online or hand-held four-function calculator. You must use a hand-held scientific calculator. You must use the online ruler. Use scratch paper for any writing you may need to do, but make sure to select your answers on the computer screen.

**Remember to read and answer each question. Choose the best answer for each question. Please raise your hand if you have any questions or problems with your computer during the test. When you have finished your test, please raise your hand. Do NOT click Submit or Exit Test without permission from me [or the Proctor]. Does everyone understand what to do?**

Answer all questions.

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

**SAY** After your test has been submitted and I have collected your Student Authorization ticket and other test materials, [you may sit quietly or read if you wish or you will be dismissed to class].

**Remember, after taking the test you should not discuss the test with anyone, including your classmates and teachers. Does everyone understand what to do?**

Pause. Answer all questions. Administration of the online REGULAR and AUDIO test may now begin.

**SAY** At the bottom of this screen click the NEXT button. You may start working now.

During test administration, monitor the testing process by moving as unobtrusively as possible about the room.

When a student raises his or her hand and is ready to *Submit* the test, you should instruct the student to leave the final white screen showing and NOT click on the “Close” button. Leaving the final screen on the computer will ensure that students do not access any desk top applications or the Internet, as that may disrupt those still taking tests. When all students are completed with testing, you may instruct the students to click “Close” to exit the testing application.

As students finish testing, collect test materials (i.e., Student Authorization ticket and used scratch paper), from each individual student. Do not have students pass these materials up or down the rows of workstations.

Be sure to account for all test materials, including Student Authorization tickets and scratch paper **before** students are moved to an alternate test site or dismissed from the test session.

After the test session is over, return all test materials to the STC as specified in SECTION 7, PAGE 46. Test materials must be kept in a secure location until they are returned to the STC.

## 7. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

### ◀ ONLINE TESTS ▶

#### 7.1 Return All Test Materials to the STC After Testing Is Completed

At the end of the test session, all test materials must be returned to the STC. This includes Student Authorization tickets, Proctor Authorization tickets (if Read-Aloud session), used scratch paper, the test session roster (optional), *Examiner's Manual*, and any test manipulatives/materials. Follow your STC's instructions regarding the collection and storage of all materials.

The STC will verify that you have returned all test materials and initial the "IN" column on the *Examiner's/Proctor's Test Booklet/Test Ticket Transmittal Form/Affidavit* (Appendix F).

#### 7.2 Sign the Examiner's/Proctor's Transmittal Form/Affidavit

After the SOL Grades 6, 7, or 8 subject area tests have been administered and materials are returned to the STC, you are required to certify the following:

1. The tests have been administered according to the directions in the *Examiner's Manual*.
2. Test questions have not been reproduced in any way.
3. No inappropriate test preparation activities have been conducted.
4. Students' responses have not been altered in any way.

For this certification, the STC may provide you and any Proctors or Interpreters (if applicable) an *Examiner's/Proctor's Test Booklet/Test Ticket Transmittal Form/Affidavit* (Appendix F) or another such transmittal/affidavit to sign.

➡ MAKE-UP TESTING: GO TO SECTION 11 ON PAGE 107 ➡

## 8. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING

### ◀ PAPER/PENCIL TESTS ▶

#### 8.1 Review the Materials Needed for Testing

Make sure that scratch paper and an extra supply of soft-lead (No. 2) pencils with erasers are available for students to use during testing. Students **MUST** use only No. 2 pencils when completing the answer document. Mechanical pencils may be used as long as they contain No. 2 lead.

The STC may distribute the scratch paper to you prior to testing or on the morning of testing, or you may be instructed to provide your own scratch paper for the testing session. As directed by your STC, the use of plain paper (including patty paper), lined paper, and grid paper are acceptable as scratch paper.

Grade	Content Area Test	Allowable Test Manipulatives/Materials
6, 7 8	Reading Reading/Literacy	Scratch paper
6	Mathematics	State-approved scientific calculators, protractor or angle ruler, formula sheet, metric/standard ruler, and scratch paper
7	Mathematics	State-approved scientific calculators, protractor or angle ruler, formula sheet, metric/standard ruler, and scratch paper
8	Mathematics/Numeracy	For <u>grade-level</u> tests only— State-approved scientific calculators, formula sheet, metric/standard ruler, and scratch paper For <u>cumulative</u> tests only—four-function calculator, formula sheet, metric/standard ruler, and scratch paper
8	Science	Four-function calculator or state-approved scientific calculators, metric/standard ruler, and scratch paper

**NOTE:** Copies of the Grades 6, 7, and 8 *Mathematics* formula sheets are available at

[www.doe.virginia.gov/VDOE/Assessment/Manipulatives](http://www.doe.virginia.gov/VDOE/Assessment/Manipulatives)

As appropriate, provide students any needed materials or supplies required for accommodations. For audio test administrations, make sure students are familiar with operating the audio equipment prior to testing.

#### Paper/Pencil Testing Materials

Table	Grade Level Content Area Test	Location
1	Grades 6, 7, and 8 <i>Reading</i> Tests	➡GO TO PAGE 51➡
2	Grades 6, 7, and 8 <i>Reading</i> (Audio) Tests	➡GO TO PAGE 61➡
2	Grades 6 and 7 <i>Mathematics</i> Tests	➡GO TO PAGE 72➡
3	Grade 8 <i>Mathematics</i> Tests	➡GO TO PAGE 87➡
4	Grade 8 <i>Science</i> Tests	➡GO TO PAGE 96➡

## 8.2 Understand Your Division's Procedure for Completing the Student Identification Information on the Answer Documents

Identification information for each student must be included on the answer document either through a Pre-ID label or by coding the information on the answer document. **Use only Pre-ID labels that have been generated for the current *Non-Writing Administration*. Pre-ID labels from previous administrations must not be used.**

The STC may decide to place Pre-ID labels on the answer documents *before* or *after* the testing session. In either case, the STC will provide you instructions.

A sample of the answer document with a Pre-ID label is in Appendix B. Refer to Section 8.3, which contains additional directions on how to complete the demographic information. If it is not clear how to complete the demographic information on the answer document, be sure to ask your STC for directions well in advance of the test administration dates.

## 8.3 Complete Demographic Information

The STC will provide Pre-ID labels for most students' answer documents that will have demographic information and a State Testing Identifier (STI) number for each student. Therefore, only Field A on the answer document should be completed as directed by the STC.

If Pre-ID labels are not being used on the answer documents for your testing group, Fields B through E must be completed by hand, as directed by your STC.

If you are instructed to have the students complete Fields B through D, prior to administering the test, **GO TO APPENDIX C, *Directions for Student Completion of Demographic Information on Answer Document if Pre-ID Labels are Not Used***. As directed by your STC, Field E, STI, must be completed by you, or another designated adult, to ensure accuracy.

➔ IF APPLICABLE, FOR COMPLETION OF DEMOGRAPHIC INFORMATION BY THE STUDENT: GO TO APPENDIX C ➔



## 9. SPECIFIC DUTIES OF EXAMINERS: DURING TESTING

### ◀ PAPER/PENCIL TESTS ▶

#### 9.1 General Directions for Administering the Paper/Pencil Grade 6, 7, or 8 Tests

##### 9.1.1 Receive the paper/pencil testing materials

On the morning of testing, you will receive all secure materials needed to administer the SOL Grade 6, 7, or 8 tests. (Refer to Table 1 for reading tests, Tables 2 and 3 for mathematics tests, and Table 4 for the Grade 8 science tests.) The STC will ask you to initial an *Examiner's/Proctor's Test Booklet/Test Ticket Transmittal Form/Affidavit* or a *Classroom Transmittal Document for Special Test Forms Kits* (Appendix F), verifying your receipt of the test materials. The purpose of these forms is to track the secure materials throughout the test administration period.

Upon receipt of the test booklets, open each package and count the number of test booklets. Indicate the number of test booklets contained in each package by checking off the applicable statement on the *Assembly ID Sheet* (Appendix F). Then sign and date the *Assembly ID Sheet*.

Be sure to count the number of test booklets, *Special Test Forms Kits*, including individual audiotapes, if applicable, and Examiner's copy of the special test forms received from the STC before you initial the transmittal/affidavit form(s).

For an audio administration, check the labels on the audio tapes to verify that the grade level, subject area and test form numbers match the Braille, large print, or regular test booklet version. Also, check the audio equipment to ensure that it is working properly. Contact the STC immediately if you discover any problems with these materials.

##### 9.1.2 Check students' workstations

Make sure that all desks/workstations are clear of books and other materials not needed for the test. Have students place book bags away from the desks/workstations. **Ensure that students have no access to cell phones or other electronic devices during testing.**

##### 9.1.3 Provide test materials

Students taking the Grade 6, 7, or 8 tests may use scratch paper. See that each student has two sharpened soft-lead (No. 2) pencils with erasers. Have extra sharpened pencils and erasers available in an accessible place.

Students are **not** to have access to dictionaries.

##### 9.1.4 Understand how students should mark the answer document

Remind students to handle their answer documents with care, record their answers with heavy, dark pencil marks, and avoid making extra marks. Also, answer documents should never be folded, clipped, stapled, or torn.

While students may write in the SOL test booklets, they should not be encouraged to record their answers in the test booklet first and later transcribe them to the answer document. Errors in transcription may adversely affect the student's test score.

### 9.1.5 Monitor student progress

During the test administration, you should monitor the testing process by moving as unobtrusively as possible about the room.

Make sure that students are marking their answers correctly on the answer document. If you observe students marking their answers in an incorrect section, the **class** should be told, **“Please take a moment to check your work. Make sure you are completing the correct section on your answer document.”**

**Examiners/Proctors should focus their attention on monitoring the testing process during test administration and should not spend time reviewing test items. (Refer to *Test Security Guidelines* in Appendix A.)**

Specific directions for administering paper/pencil Grades 6, 7, and 8 tests by subject area are located in this manual as follows:

#### Specific Directions for Administering Paper/Pencil Tests

GRADE LEVEL	SUBJECT AREA	SECTION/PAGE
Grades 6, 7, & 8	Reading—Excluding Audio	➡GO TO SECTION 9.2 ON PAGE 51➡
Grades 6, 7, & 8	Reading—Audio Only	➡GO TO SECTION 9.3 ON PAGE 61➡
Grades 6 & 7	Mathematics—Including Audio	➡GO TO SECTION 9.4 ON PAGE 72➡
Grade 8	Mathematics—Including Audio	➡GO TO SECTION 9.5 ON PAGE 87➡
Grade 8	Science—Including Audio	➡GO TO SECTION 9.6 ON PAGE 96➡

## 9.2 Specific Directions for Administering the Paper/Pencil Grades 6, 7, & Reading, and Grade 8 Reading/ Literacy

On the morning of testing, you will receive all materials needed to administer the SOL Grade 6, 7, or 8 *Reading* test as listed in Table1.

**Table 1. Testing Materials for Grades 6, 7, 8 Reading**

<b>MATERIALS YOU WILL NEED</b>	<ul style="list-style-type: none"> <li>• a copy of this manual</li> <li>• Grade level <i>Reading</i> test booklet</li> <li>• the students' answer documents</li> <li>• a supply of sharpened soft-lead (No. 2) pencils with erasers</li> <li>• a supply of scratch paper</li> </ul>
<b>MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH REGULAR TEST FORMS</b>	<ul style="list-style-type: none"> <li>• a Grade level <i>Reading</i> test booklet</li> <li>• the student's test answer document</li> <li>• two sharpened soft-lead (No. 2) pencils with erasers</li> <li>• scratch paper</li> </ul>
<b>MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH SPECIAL TEST FORMS</b>	<ul style="list-style-type: none"> <li>• the student's answer document,</li> <li>• two sharpened soft-lead (No. 2) pencils with erasers,</li> <li>• scratch paper; and</li> </ul> <p style="text-align: center;"><b>BRAILLE</b></p> <ul style="list-style-type: none"> <li>• Braille test booklet (and accompanying audiotape as needed to provide specified accommodations)</li> <li>• two sheets of Braille paper (for use by the student, if needed)</li> <li>• an Examiner's copy of the Braille test in regular-print for your use during administration; or</li> </ul> <p style="text-align: center;"><b>LARGE-PRINT</b></p> <ul style="list-style-type: none"> <li>• large-print test booklet (and accompanying audiotape as needed to provide specified accommodations)</li> <li>• an Examiner's copy of the test in large-print for your use during administration; or</li> </ul> <p style="text-align: center;"><b>REGULAR AUDIO</b></p> <ul style="list-style-type: none"> <li>• regular test booklet</li> <li>• accompanying audiotape</li> </ul>

**BRaille OR LARGE PRINT TEST**

To meet any accommodations specified in the student's Individualized Education Program (IEP), you may adjust the directions you read aloud to the students for filling in the answer document.

**DEMOGRAPHIC INFORMATION ON THE ANSWER DOCUMENT**

If you have Pre-ID labels for the students' answer documents, Fields B through F should not be completed. As instructed by your STC, you or another adult must complete FIELD E, STATE TESTING IDENTIFIER.

If you do not have Pre-ID labels, and you have been instructed by your STC to have students complete Fields B through D during the test session, **GO TO APPENDIX C**, *Directions for Student Completion of Demographic Information on the Answer Document if Pre-ID Labels are Not Used*. Read aloud these directions for students to complete the demographic information before you begin reading the directions below.

After the demographic information has been filled in, you may begin reading the directions below for all paper/pencil tests including regular and special test forms but excluding audio tests.

↓DIRECTIONS FOR ALL PAPER/PENCIL GRADES 6, 7, & 8 *READING* TESTS (EXCLUDING AUDIO) START HERE↓

Before distributing the answer documents,

**SAY** Today you will be taking the SOL Grade [6, 7, or 8] *Reading* test. This test will provide information about how well you understand this subject. It is important that you do your best on the test. I will give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.

Distribute the answer documents with the Section 1 side facing up. Make sure all students have two sharpened No. 2 pencils with erasers.

Ensure that students also have any needed materials or supplies required for accommodations.

**SAY** We will complete some of the information on this page. In Field A, find the line labeled "Student Name." Carefully print your last name, then your first name, and then your middle initial.

Give help as needed.

Follow the instructions of your STC for completing the remaining information in Field A. If instructed by the STC not to complete the remaining information in Field A, skip the following directions and continue on the next page after the box with "arrows."

If instructed by the STC to complete the remaining information in Field A,

**SAY** **Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, gender, grade, your date of birth, and today’s date as the testing date** (Provide students with the month, day and year). **Does anyone have a question?**

**NOTE:** You may expand on this instruction to clarify the information students are to complete in Field A of the answer document.

Answer students’ questions. Refer them to the dry-erase board or chalkboard if you have written identification information there. While students are completing the information, walk around the room to see that they are following instructions. Give help as needed.

↓ CONTINUE DIRECTIONS HERE ↓

**SAY** **Now look at the back side of your answer document.** (Demonstrate.) **Find the top two boxes labeled “Last Name” and “First Name.”** (Point.) **Print your last name in the first box. Print your first name in the second box.**

Give help as needed and answer student questions.

**SAY** **I am going to give each of you a test booklet and a sheet of scratch paper. Do not open your test booklet until I tell you to do so.**

Distribute the scratch paper.

Test booklets contained in each package may have different form numbers. Make sure that you pass out the test booklets in the order in which they were packaged. DO NOT re-order the test booklets in any way before distribution to students.

Distribute the test booklets.

**SAY** **Look at the front cover of your test booklet for the form number of the test you are taking. Find the “R” followed by four numbers.** (Demonstrate using a student’s test booklet.) **Now look at the back side of your answer document. Find Field F, READING FORM.** (Point.) **The letter “R” has been written for you. In the empty boxes, write the numbers that appear on the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in. Are there any questions?**

Answer any questions the students may have.

To assist in the identification of the test form, the complete form number indicates the test level [6, 7, or 8], subject test code (3-digit numbers), followed by a dash (-), an “R” and four numbers. However, only the last four numbers must be entered on the answer document.

As an Examiner, you may need to complete this field for students with disabilities. On a LARGE-PRINT test booklet, the form number is on the top right corner of the test booklet’s front cover. The form number for a BRAILLE test booklet is on its front cover at the bottom center. Correct completion of the form number is essential for accurate scoring.

**SAY** **Find Field G, Test Date.** (Point.) **In the area labeled “Month,” find the circle for the month of this test date and fill it in.** (Specify the month.)

After students have finished,

**SAY** The next area is labeled “Day.” In the two boxes, write the test date, entering one number in each box. (Specify the test date.) For example, if the test date is between the 1st and the 9th of the month, you would write “0” in the first box and the correct number in the second box. Does anyone have a question?

Answer all questions. When everyone has finished,

**SAY** Now beneath each box, fill in the circle that has the same number that you wrote in the box.

After students have finished,

**SAY** The next area is labeled “Year.” In the last two boxes, write “0” in the first box and the correct number in the second box. Does anyone have a question?

Answer all questions. When everyone has finished,

**SAY** Now beneath each box, fill in the circle that has the “0” and the correct number.

Give help as needed.

**SAY** On the front cover of your test booklet, find the box labeled “Student Name.” (Point, using a student’s test booklet.) Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.

Give help as needed.

Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklets.

**SAY** Open your test booklet to page 3. (Demonstrate using a student’s test booklet.)

If you are administering a BRAILLE or LARGE-PRINT test form; check your examiner’s copy of a Braille test or large print test to verify the starting page number.

Make sure all students have their test booklets open to the correct page.

#### ONE SAMPLE ITEM

➡ For Grades 6 & 7 Reading forms with one sample item – R6027, R7527, or R8027—GO TO PAGE 55➡

➡ For Grade 8 Reading forms with one sample item— R6037, R7527, or R8027—GO TO PAGE 56➡

➡CONTINUE DIRECTIONS FOR PAPER/PENCIL GRADES 6, 7, & 8 READING TESTS (2002 STANDARDS) WITH TWO SAMPLE ITEMS ON PAGE 57➡

OR

➡CONTINUE DIRECTIONS FOR PAPER/PENCIL GRADE 8 READING TEST (1995 STANDARDS) WITH TWO SAMPLE ITEMS ON PAGE 58➡

**GRADE 6 OR 7 READING TEST (2002 STANDARDS)**

**DIRECTIONS FOR PAPER/PENCIL TESTS WITH ONE SAMPLE ITEM**

There is only one sample item, if you are administering following forms: Grades 6 & 7 Reading forms R6027, R7527, or R8027.

Point out to students that the Samples box, located on the back side of the answer document, has two spaces for students to mark their answers for items: A and B. However, the test will have only one sample item, "A." Leave Sample "B" BLANK.

**SAY** There is only one sample question on this test; therefore, you will need to complete "Sample A," and leave "Sample B" BLANK. Does anyone have a question? (Pause.)

Answer any questions the students may have.

**SAY** Now Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. *"Directions: Read the passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space on your answer document for the answer you have chosen."* Now find the sample passage.

Point to the sample passage using a student's test booklet.

**SAY** Read the passage to yourself.

Pause while students read the sample passage.

**SAY** Now look at the question. (Point, using a student's test booklet.) Read the question to yourself as I read it aloud. *"What does the word misplaced mean in this paragraph? (A) lost... (B) changed... (C) broken ... (D) hidden."* (Pause.) Which answer did you choose?

Pause for replies.

**SAY** The best answer is "A." (Pause.)

**SAY** Turn your answer document over to the back side and look at the bottom section. (Demonstrate.) Now find the shaded box labeled "Sample A." (Point to this section.)

Make sure all students have found the correct section of the answer document.

**SAY** In the shaded box marked "Sample A," fill in the circle for the letter "A" because "A" is the letter for the best answer. Are there any questions about how to mark this answer on your answer document?

Answer all questions related to the mechanics of marking the answer document.

➡STOP HERE AND CONTINUE DIRECTIONS ON PAGE 59➡

OR

**GRADE 8 READING TEST (2002 STANDARDS)****DIRECTIONS FOR PAPER/PENCIL TESTS WITH ONE SAMPLE ITEM**

There is only one sample item, if you are administering following forms: Grade 8 Reading forms – R6037, R7527, R7537, or R8027

Point out to students that the Samples' box, located on the back side of the answer document, has two spaces for students to mark their answers for items: A and B. However, the test will have only one sample item, "A." Leave Sample "B" BLANK.

**SAY** There is only one sample question on this test; therefore, you will need to complete "Sample A," and leave "Sample B" BLANK. Does anyone have a question? (Pause.)

Answer any questions the students may have.

**SAY** Now Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. "*Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space on your answer document for the answer you have chosen.*" Now find the sample passage.

Point to the sample passage using a student's test booklet.

**SAY** Read the passage to yourself.

Pause while students read the sample passage.

**SAY** Now look at the question. (Point, using a student's test booklet.) Read the question to yourself as I read it aloud. "*What does the word misplaced mean in this paragraph? (A) lost... (B) changed... (C) broken ... (D) hidden.*" (Pause.) Which answer did you choose?

Pause for replies.

**SAY** The best answer is "A." (Pause.)

**SAY** Turn your answer document over to the back side and look at the bottom section. (Demonstrate.) Now find the shaded box labeled "Sample A." (Point to this section.)

Make sure all students have found the correct section of the answer document.

**SAY** In the shaded box marked "Sample A," fill in the circle for the letter "A" because "A" is the letter for the best answer. Are there any questions about how to mark this answer on your answer document?

Answer all questions related to the mechanics of marking the answer document.

➡STOP HERE AND CONTINUE DIRECTIONS ON PAGE 59➡



OR

**GRADE 6, 7, OR 8 READING TEST (2002 STANDARDS)**

DIRECTIONS FOR PAPER/PENCIL TESTS WITH **TWO** SAMPLE ITEMS

There are two samples items on most Grades 6, 7, & 8 Reading test forms.

**SAY** Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read aloud. *“Directions: Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen.”* Now find the sample passage.

Point to the sample passage using a student’s test booklet.

**SAY** Read the passage to yourself.

Pause while students read the sample passage.

**SAY** Now read Sample A and each answer choice to yourself as I read aloud. (Point.) *“This story is mostly about Mia—(A) working on a project at home ... (B) choosing a new art project ... (C) winning an art contest ... (D) completing a painting.”* (Pause.) Which answer did you choose?

Pause for replies.

**SAY** The best answer is “C.” (Pause.)

**SAY** Turn your answer document over to the back side and look at the bottom section. (Demonstrate.) Now find the shaded box labeled “Sample A.” (Point to this section.)

Make sure all students have found the correct section of the answer document.

**SAY** In the shaded box marked “Sample A,” fill in the circle for the letter “C” because “C” is the letter for the best answer. Does everyone understand how to mark this answer on your answer document?

Answer all questions related to marking the answer document.

**SAY** Look at the directions in your test booklet for Sample B. (Point, using a student’s test booklet.) Read the directions to yourself as I read them aloud. *“Directions: You do not need to read A passage to answer the following question. Read and answer the question.”* (Pause.)

**SAY** Now look at Sample B. Read the question to yourself as I read it aloud. *“What does the word misplaced mean? (F) lost ... (G) changed ... (H) broken ... (J) hidden.”* (Pause.) Which answer did you choose?

Pause for replies.

**SAY** The best answer is “F.” (Pause.) For Sample B, select the letter “F” in the sample box because “F” is the letter for the best answer. Does everyone understand how to mark this answer on your answer document?

Answer all questions related to the mechanics of completing the answer document.

➡STOP HERE AND CONTINUE DIRECTIONS ON PAGE 59➡

OR

**GRADE 8 READING TEST (1995 STANDARDS)****DIRECTIONS FOR PAPER/PENCIL TESTS WITH TWO SAMPLE ITEMS**

If you are administering forms R3024, R3025, R5035, R6124, R7524, R7525, R8024, or R8025, there are two sample questions: A and B.

**SAY** Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. *“Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space in your answer booklet for the answer you have chosen.”* Now find the sample poem.

Point to the sample poem using a student's test booklet.

**SAY** Read the poem to yourself.

Pause while students read the sample poem.

**SAY** Now look at Sample A. (Point, using a student's test booklet.) Read the question to yourself as I read it aloud. *“The figure in line 6 refers to – (A) the crow... (B) the poet... (C) a field... (D) a tree?”* (Pause.) Which answer did you choose?

Pause for replies.

**SAY** The best answer is “A.” (Pause.)

**SAY** Turn your answer document over to the back side and look at the bottom section. (Demonstrate.) Now find the shaded box labeled “Samples.”

(Pause.) Make sure all students have found the correct section of the answer document.

**SAY** In the shaded box marked “Sample A,” fill in the circle for the letter “A” because “A” is the letter for the best answer. Are there any questions about how to mark this answer on your answer document?

Answer all questions related to the mechanics of completing the answer document.

**SAY** Now look at Sample B. (Point, using a student's test booklet.) Read the question to yourself as I read it aloud. *“The imagery in this poem creates a mood of – (F) playfulness... (G) loneliness... (H) danger... (J) dreaminess?”* (Pause.) Which answer did you choose?

Pause for replies.

**SAY** The best answer is “G.” For Sample B, select the letter “G” in the sample box because “G” is the letter for the best answer. Does everyone understand how to mark this answer on your answer document?

Answer all questions related to the mechanics of completing the answer document.

►STOP HERE AND CONTINUE DIRECTIONS ON PAGE 59►

↓CONTINUE THE FOLLOWING DIRECTIONS FOR ALL PAPER/PENCIL GRADES 6, 7, & 8 READING TESTS HERE ↓

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of completing the answer document.

**SAY Remember, read each passage; then answer the questions about the passage. Choose the best answer for each question; or if there is no passage, just read the question or questions and choose the best answer for each question. Are there any questions?**

Answer students' questions.

If you are administering Grades 6 or 7 Reading test, skip past the next two boxed directions.

### GRADE 8 READING TEST (2002 STANDARDS)

If you are administering the Grade 8 *Reading* test that measures the *2002 Standards*, you may point out to students that there are 55 items on this test. Therefore, on the answer document, they should fill in responses for all answer spaces, including 53-55.

**SAY There are 55 items on this test. You will find there are 55 answer spaces on the answer document. The last 3 answer spaces (53-55) are within the box. (Point to this section.) Are there any questions?**

Answer all questions related to the mechanics of completing the answer document.

OR

### GRADE 8 READING/CUMULATIVE 1995 STANDARDS

If students are taking the Grade 8 *Reading* test that measures the *1995 Standards*, point out that there are 52 test items on the test. The *Reading* section of the answer document has 55 answer spaces. Therefore, the last three answer spaces (53-55) should be left blank.

**SAY There are 52 items on this test. (Point.) Leave the last 3 answer spaces (53-55) within the box blank. (Point to this section.) Are there any questions?**

Answer all questions related to the mechanics of completing the answer document.

➡RESUME DIRECTIONS FOR ALL PAPER/PENCIL GRADES 6, 7 & 8 READING TESTS➡

**SAY** You should answer all of the questions on the *Reading* test. You may have as much time as you need to complete this test. Work until you come to the stop sign. (Demonstrate using a student's test booklet.)

Answer students' questions.

**SAY** You may write in your test booklet or on your scratch paper, but make sure to fill in your answers on your answer document. Fill in only one answer for each question. Notice that odd-numbered questions have answer choices labeled "A," "B," "C," and "D." The answer choices for even-numbered questions are labeled "F," "G," "H," and "J." If you decide to change your answer to a question, make sure to erase your first answer completely. Does everyone understand what to do?

After all questions have been answered,

**SAY** When you have finished, raise your hand and I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class.]

Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

**SAY** You may start working now.

During test administration, monitor the testing process by moving as unobtrusively as possible about the room.

### STRUGGLING LEP STUDENTS

As you are monitoring students, be especially observant of LEP students that appear to be struggling with reading the test items.

You may discontinue testing for LEP students who struggle with reading the test items after the student has responded to five items. A student must answer at least five items to be counted as a participant in the reading test.

Testing may be discontinued after an LEP student has had sufficient time to answer items on the reading test and indicates that he or she is unable to complete any more items. The LEP student should indicate to you either verbally, or non-verbally by shaking his/her head "no," that he or she is not able to complete any more items or by not responding to the reading test questions.

After the student has indicated that he or she is unable to respond to any more test items,

**SAY** If you have completed as many items that you can, you may stop now. I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class].

As students finish testing, collect all items one at a time (i.e., answer document, test booklet, and used scratch paper) from each individual student. Do not have students pass materials up or down the rows of desks or workstations.

Be sure to account for all test materials, including test booklets, answer documents and used scratch paper **before** students are moved to an alternate test site or dismissed from the test session.

After the test session is over, inspect the students' answer documents and organize the test materials for return to the STC as specified in SECTION 10, PAGE 103.

All test materials must be kept in a secure location until they are returned to the STC.

### 9.3 Specific Directions for Administering the Paper/Pencil Grades 6 and 7 Reading, and Grade 8 Reading/Literacy AUDIO Tests

On the morning of testing, you will receive all materials needed to administer the SOL Grade 6, 7, or 8 Reading test as listed in Table 1 on page 51.

#### AUDIO TESTS

If you are administering a Regular, Braille, or large-print Grade 6, 7, or 8 Reading test that is accompanied by an audio recording, you should read aloud to students the test directions, the sample item, and the answer to the sample item. Do not have the students turn on their audio recording until you have completed the directions through page 69. This procedure is necessary because the narrator on the audio reads only the directions and the sample item but does not read the answer to the sample item.

Demonstrate to students how to operate the audio equipment. Pause while students practice. Make sure the students know how to start, stop, advance, or rewind the tape.

You or the students may now (**or** later) advance the audio to the first test item and stop the audiotape. After you have read aloud the directions to the students, you will instruct the students to begin playing the recording.

You or the students may start, stop, advance, or rewind the recording as necessary during the test to better follow its contents.

#### BRILLE OR LARGE PRINT TEST

To meet any accommodations specified in the student's Individualized Education Program (IEP), you may adjust the directions you read aloud to the students for filling in the answer document.

#### DEMOGRAPHIC INFORMATION ON THE ANSWER DOCUMENT

If you have Pre-ID labels for the students' answer documents, Fields B through F should not be completed. As instructed by your STC, you or another adult must complete FIELD E, STATE TESTING IDENTIFIER.

If you do not have Pre-ID labels, and you have been instructed by your STC to have students complete Fields B through D during the test session, **GO TO APPENDIX C**, *Directions for Student Completion of Demographic Information on the Answer Document if Pre-ID Labels are Not Used*. Read aloud these directions for students to complete the demographic information before you begin reading the directions below.

After the demographic information has been filled in, you may begin reading the directions below for all paper/pencil tests: regular and special test forms, including audio tests.

↓ DIRECTIONS FOR ALL PAPER/PENCIL GRADES 6, 7, & 8 READING TESTS WITH  
AUDIO START HERE ↓

Before distributing the answer documents,

**SAY** Today you will be taking the SOL Grade [6, 7, or 8] *Reading* test. This test will provide information about how well you understand this subject. It is important that you do your best on the test. I will give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.

Distribute the answer documents with the Section 1 side facing up. Make sure all students have two sharpened No. 2 pencils with erasers.

Ensure that students also have any needed materials or supplies required for accommodations.

**SAY** We will complete some of the information on this page. In Field A, find the line labeled "Student Name." Carefully print your last name, then your first name, and then your middle initial.

Give help as needed.

Follow the instructions of your STC for completing the remaining information in Field A. If instructed by the STC not to complete the remaining information in Field A, skip the following directions and continue on the next page after the box with "arrows."

If instructed by the STC to complete the remaining information in Field A,

**SAY** Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, gender, grade, your date of birth, and today's date as the testing date (Provide students with the month, day and year). Does anyone have a question?

**NOTE:** You may expand on this instruction to clarify the information students are to complete in Field A of the answer document.

Answer students' questions. Refer them to the dry-erase board or chalkboard if you have written identification information there. While students are completing the information, walk around the room to see that they are following instructions. Give help as needed.

↓ CONTINUE DIRECTIONS HERE ↓

**SAY** Now look at the back side of your answer document. (Demonstrate.) Find the top two boxes labeled "Last Name" and "First Name." (Point.) Print your last name in the first box. Print your first name in the second box.

Give help as needed and answer student questions.

**SAY** I am going to give each of you a test booklet and a sheet of scratch paper. Do not open your test booklet until I tell you to do so.

Distribute the scratch paper.

Test booklets contained in each package may have different form numbers. Make sure that you pass out the test booklets in the order in which they were packaged. DO NOT re-order the test booklets in any way before distribution to students.

Distribute the test booklets.

- SAY Look at the front cover of your test booklet for the form number of the test you are taking. Find the “R” followed by four numbers. (Demonstrate using a student’s test booklet.) Now look at the back side of your answer document. Find Field F, READING FORM. (Point.) The letter “R” has been written for you. In the empty boxes, write the numbers that appear on the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in. Are there any questions?**

Answer any questions the students may have.

To assist in the identification of the test form, the complete form number indicates the test level [6, 7, or 8], subject test code (3-digit numbers), followed by a dash (-), an “R” and four numbers. However, only the last four numbers must be entered on the answer document.

As an Examiner, you may need to complete this field for students with disabilities. On a LARGE-PRINT test booklet, the form number is on the top right corner of the test booklet’s front cover. The form number for a BRAILLE test booklet is on its front cover at the bottom center. Correct completion of the form number is essential for accurate scoring.

- SAY Find Field G, Test Date. (Point.) In the area labeled “Month,” find the circle for the month of this test date and fill it in. (Specify the month.)**

After students have finished,

- SAY The next area is labeled “Day.” In the two boxes, write the test date, entering one number in each box. (Specify the test date.) For example, if the test date is between the 1st and the 9th of the month, you would write “0” in the first box and the correct number in the second box. Does anyone have a question?**

Answer all questions. When everyone has finished,

- SAY Now beneath each box, fill in the circle that has the same number that you wrote in the box.**

After students have finished,

- SAY The next area is labeled “Year.” In the last two boxes, write “0” in the first box and the correct number in the second box. Does anyone have a question?**

Answer all questions. When everyone has finished,

- SAY Now beneath each box, fill in the circle that has the “0” and the correct number.**

Give help as needed.

- SAY On the front cover of your test booklet, find the box labeled “Student Name.” (Point, using a student’s test booklet.) Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.**

Give help as needed.

Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklets.

**SAY** **Open your test booklet to page 3.** (Demonstrate using a student's test booklet.)

If you are administering a BRAILLE or LARGE-PRINT test form; check your examiner's copy of a Braille test or large print test to verify the starting page number.

Make sure all students have their test booklets open to the correct page.

#### ONE SAMPLE ITEM

- ➔ For Grades 6 & 7 *Reading* forms with one sample item – R6027, R7527, or R8027, GO TO PAGE 65➔
- ➔ For Grade 8 *Reading* forms with one sample item– R6037, R7527, or R8027, GO TO PAGE 66➔

- ➔ CONTINUE DIRECTIONS FOR PAPER/PENCIL GRADES 6, 7, & 8 READING AUDIO TESTS (2002 STANDARDS) WITH TWO SAMPLE ITEMS ON PAGE 67➔

#### OR

- ➔ CONTINUE DIRECTIONS FOR PAPER/PENCIL GRADE 8 READING AUDIO TEST (1995 STANDARDS) WITH TWO SAMPLE ITEMS ON PAGE 68➔



**GRADE 6 OR 7 READING TEST (2002 STANDARDS)—AUDIO ONLY**

**DIRECTIONS FOR PAPER/PENCIL TESTS WITH ONE SAMPLE ITEM**

There is only one sample item, if you are administering following forms:

Grades 6 & 7 Reading forms – R6027, R7527, or R8027

Point out to students that the Samples box, located on the back side of the answer document, has two spaces for students to mark their answers for items: A and B. However, the test will have only one sample item, “A.” Leave Sample “B” BLANK.

**SAY** There is only one sample question on this test; therefore, you will need to complete “Sample A,” and leave “Sample B” BLANK. Does anyone have a question? (Pause.)

Answer any questions the students may have.

**SAY** Now Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. “*Directions: Read the passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space on your answer document for the answer you have chosen.*” Now find the sample passage.

Point to the sample passage using a student’s test booklet.

**SAY** Read the passage to yourself as I read it aloud. “*Tina was almost ready to leave when she realized that she had misplaced her keys. After searching for ten minutes, she still could not find them. Tina decided to search her backpack and found the keys in the side pocket.*”

**SAY** Now read the sample question and each answer choice to yourself while I read aloud.

Pause.

**SAY** “*What does the word misplaced mean in this paragraph? (A) lost... (B) changed... (C) broken ... (D) hidden.*” (Pause.) Which answer did you choose?

Pause for replies.

**SAY** The best answer is “A.” (Pause.)

**SAY** Turn your answer document over to the back side and look at the bottom section. (Demonstrate.) Now find the shaded box labeled “Sample A.” (Point to this section.)

Make sure all students have found the correct section of the answer document.

**SAY** In the shaded box marked “Sample A,” fill in the circle for the letter “A” because “A” is the letter for the best answer. Are there any questions about how to mark this answer on your answer document?

Answer all questions related to the mechanics of marking the answer document.

➡STOP HERE AND CONTINUE DIRECTIONS ON PAGE 69 BOTTOM➡

## OR

**GRADE 8 READING TEST (2002 STANDARDS)—AUDIO ONLY****DIRECTIONS FOR PAPER/PENCIL TESTS WITH ONE SAMPLE ITEM**

There is only one sample item, if you are administering following forms:

Grade 8 *Reading* forms – R6037, R7527, or R8027

Point out to students that the Samples' box, located on the back side of the answer document, has two spaces for students to mark their answers for items: A and B. However, the test will have only one sample item, "A." Leave Sample "B" BLANK.

**SAY** There is only one sample question on this test; therefore, you will need to complete "Sample A," and leave "Sample B" BLANK. Does anyone have a question? (Pause.)

Answer any questions the students may have.

**SAY** Now Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. *"Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space on your answer document for the answer you have chosen."* Now find the sample passage.

Point to the sample passage using your examiner's copy of the test booklet.

**SAY** Now read the passage to yourself as I read it aloud. *"Tina was almost ready to leave when she realized that she had misplaced her keys. After searching for ten minutes, she still could not find them. Tina decided to search her backpack and found the keys in the side pocket."*

Pause.

**SAY** Now read the sample question and each answer choice to yourself while I read aloud.

Pause.

**SAY** *"What does the word misplaced mean in this paragraph? (A) lost... (B) changed... (C) broken ... (D) hidden."* (Pause.) Which answer did you choose?

Pause.

**SAY** Turn your answer document over to the back side and look at the bottom section. (Demonstrate.) Now find the shaded box labeled "Sample A." (Point to this section.)

Make sure all students have found the correct section of the answer document.

**SAY** In the shaded box marked "Sample A," fill in the circle for the letter "A" because "A" is the letter for the best answer. Are there any questions about how to mark this answer on your answer document?

Answer all questions related to the mechanics of marking the answer document.

➡STOP HERE AND CONTINUE DIRECTIONS ON PAGE 69 BOTTOM➡

**GRADE 6, 7, OR 8 READING TEST (2002 STANDARDS)—AUDIO ONLY**

DIRECTIONS FOR PAPER/PENCIL TESTS WITH **TWO** SAMPLE ITEMS

There are two samples items on most Grades 6, 7, & 8 *Reading* test forms.

**SAY** Look at the directions at the top of page 3 of your test booklet. Read them to yourself as read aloud. *“Directions: Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen.”* Now find the sample passage.

Point to the sample passage using your examiner’s copy of the test booklet.

**SAY** Now find the passage for Sample A and read the passage to yourself as I read it aloud.

Pause.

**SAY** *“Mia’s Art. Mia rushed home and threw open the front door. Her mother whirled around, surprised that Mia was home from school so early. “I won first place in the art contest!” she said with pride.*

*Though Mia had been working eagerly on her art submission for weeks, her mother wasn’t sure what the project involved. “That’s wonderful, Mia! What was the subject of your art project?” her mother asked.*

*Grimming from ear to ear, Mia handed over her artwork. It was a portrait of her mother.”*

**SAY** Now read the Sample A item and each answer choice to yourself while I read aloud.

Pause.

**SAY** *“This story is mostly about Mia—(A) working on a project at home ... (B) choosing a new art project ... (C) winning an art contest ... (D) completing a painting.”* (Pause.) Which answer did you choose?

Pause for replies.

**SAY** The best answer is “C.” (Pause.)

**SAY** Turn your answer document over to the back side and look at the bottom section. (Demonstrate.) Now find the shaded box labeled “Sample A.” (Point to this section.)

Make sure all students have found the correct section of the answer document.

**SAY** In the shaded box marked “Sample A,” fill in the circle for the letter “C” because “C” is the letter for the best answer. Does everyone understand how to mark this answer on your answer document?

Answer all questions related to marking the answer document.

**SAY** Look at the directions in your test booklet for Sample B. (Point, using your examiner’s copy of the test booklet.) Read the directions to yourself as I read them aloud. *“Directions: You do not need to read a passage to answer the following question. Read and answer the question.”* (Pause.)

**SAY** Now look at Sample B. *“Read these sentences. Michael was almost ready to leave when he realized that he had misplaced his keys. After searching for ten minutes, he found the keys in his backpack.”*

**SAY** Now read the question and possible answers to yourself as I read them aloud. *“What does the word misplaced mean? (F) lost ... (G) changed ... (H) broken ... (J) hidden.”* (Pause.) Which answer did you choose?

Pause for replies.

**SAY** The best answer is “F.” (Pause.) For Sample B, select the letter “F” in the sample box because “F” is the letter for the best answer. Does everyone understand how to mark this answer on your answer document?

Answer all questions related to the mechanics of completing the answer document.

➡STOP HERE AND CONTINUE DIRECTIONS ON PAGE 69 BOTTOM➡

**OR**

### **GRADE 8 READING TEST (1995 STANDARDS)—AUDIO ONLY**

#### **DIRECTIONS FOR PAPER/PENCIL TESTS WITH TWO SAMPLE ITEMS**

If you are administering forms R3024, R3025, R7524, R7525, R8024, or R8025, there are two sample questions: A and B.

**SAY** Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. *“Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space in your answer booklet for the answer you have chosen.”* Now find the sample poem.

Point to the sample poem using your examiner's copy of the test booklet.

**SAY** Now find the poem for Sample A and read the poem to yourself as I read it aloud.

Pause.

**SAY** *“Crow. Shadow on the shiny snow./ Feathers sleek,/ Darting eye searching./ Call echoing across/ Desolate corn fields./ A ghost figure / In leafless trees/ He shifts his head,/ Deciphering the breeze./ He shifts his eyes/ To look my way./ I sympathize./ He flies away.”*

Pause.

**SAY** Now look at Sample item A. (Point, using a student's test booklet.) Read the question to yourself as I read it aloud. *“The figure in line 6 refers to – (A) the crow... (B) the poet...(C) a field... (D) a tree?”* (Pause.) Which answer did you choose?

Pause for replies.

**SAY** The best answer is “A.” (Pause.)

**SAY** Turn your answer document over to the back side and look at the bottom section. (Demonstrate.) Now find the shaded box labeled “Samples.”

(Pause.) Make sure all students have found the correct section of the answer document.

**SAY** In the shaded box marked “Sample A,” fill in the circle for the letter “A” because “A” is the letter for the best answer. Are there any questions about how to mark this answer on your answer document?

Answer all questions related to the mechanics of completing the answer document.

**SAY** Now look at the Sample B item. (Point, using a student’s test booklet.) Read the question to yourself as I read it aloud. “*The imagery in this poem creates a mood of –(F) playfulness... (G) loneliness... (H) danger... (J) dreaminess?*” (Pause.) Which answer did you choose?

Pause for replies.

**SAY** The best answer is “G.” For Sample B, select the letter “G” in the sample box because “G” is the letter for the best answer. Does everyone understand how to mark this answer on your answer document?

Answer all questions related to the mechanics of completing the answer document.

➡STOP HERE AND CONTINUE DIRECTIONS BELOW➡

↓CONTINUE THE FOLLOWING DIRECTIONS FOR ALL PAPER/PENCIL GRADES 6, 7, & 8 READING AUDIO TESTS HERE ↓

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of completing the answer document.

**SAY** Remember, read each passage; then answer the questions about the passage. Choose the best answer for each question; or if there is no passage, just read the question or questions and choose the best answer for each question. Are there any questions?

Answer students’ questions.

If you are administering Grades 6 or 7 Reading test, skip past the two boxed directions on the next page.

**GRADE 8 READING TEST (2002 STANDARDS)**

If you are administering the Grade 8 *Reading* test that measures the *2002 Standards*, you may point out to students that there are 55 items on this test. Therefore, on the answer document, they should fill in responses for all answer spaces, including 53-55.

**SAY** There are 55 items on this test. You will find there are 55 answer spaces on the answer document. The last 3 answer spaces (53-55) are within the box.  
(Point to this section.) Are there any questions?

Answer all questions related to the mechanics of completing the answer document.

OR

**GRADE 8 READING/CUMULATIVE 1995 STANDARDS**

If students are taking the Grade 8 *Reading* test that measures the *1995 Standards*, point out that there are 52 test items on the test. The *Reading* section of the answer document has 55 answer spaces. Therefore, the last three answer spaces (53-55) should be left blank.

**SAY** There are 52 items on this test. (Point.) Leave the last 3 answer spaces (53-55) within the box blank. (Point to this section.) Are there any questions?

Answer all questions related to the mechanics of completing the answer document.

↓RESUME DIRECTIONS HERE FOR ALL GRADES 6, 7 & 8 READING AUDIO TESTS↓

**SAY** You should answer all of the questions on the *Reading* test. You may have as much time as you need to complete this test. Work until you come to the stop sign. (Demonstrate using your examiner's copy of the test booklet.)

Answer students' questions.

**SAY** You may write in your test booklet or on your scratch paper, but make sure to fill in your answers on your answer document. Fill in only one answer for each question. Notice that odd-numbered questions have answer choices labeled "A," "B," "C," and "D." The answer choices for even-numbered questions are labeled "F," "G," "H," and "J." If you decide to change your answer to a question, make sure to erase your first answer completely. Does everyone understand what to do?

After all questions have been answered,

**SAY** When you have finished, raise your hand and I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class.]

Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

**SAY You may start working now.**

During test administration, monitor the testing process by moving as unobtrusively as possible about the room.

**STRUGGLING LEP STUDENTS**

As you are monitoring students, be especially observant of LEP students that appear to be struggling with reading the test items.

You may discontinue testing for LEP students who struggle with reading the test items after the student has responded to five items. A student must answer at least five items to be counted as a participant in the reading test.

Testing may be discontinued after an LEP student has had sufficient time to answer items on the reading test and indicates that he or she is unable to complete any more items. The LEP student should indicate to you either verbally, or non-verbally by shaking his/her head “no,” that he or she is not able to complete any more items or by not responding to the reading test questions.

After the student has indicated that he or she is unable to respond to any more test items,

**SAY If you have completed as many items that you can, you may stop now. I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class].**

As students finish testing, collect all items one at a time (i.e., answer document, test booklet, and used scratch paper) from each individual student. Do not have students pass materials up or down the rows of desks or workstations.

Be sure to account for all test materials, including test booklets, answer documents and used scratch paper **before** students are moved to an alternate test site or dismissed from the test session.

After the test session is over, inspect the students’ answer documents and organize the test materials for return to the STC as specified in SECTION 10, PAGE 103.

All test materials must be kept in a secure location until they are returned to the STC.

**9.4 Specific Directions for Administering the Paper/Pencil Grades 6 and 7 Mathematics Tests*****PLAIN ENGLISH MATHEMATICS TEST***

The *Plain English* version of the Grade 6 or Grade 7 *Mathematics* test is available for LEP students who are classified as level 1 or level 2 of English language proficiency, and all LEP students regardless of their English language proficiency level during their first year of enrollment in a U.S. school. Students with disabilities may also qualify for this test based on their IEPs or 504 management plans. The Grade 6 or Grade 7 *Plain English Mathematics* test is available in Braille, large-print, and audiotape versions.

Students eligible to take the Grade 6 or Grade 7 *Plain English Mathematics* test will use a designated test form. However, these students will enter their answers for the *Plain English Mathematics* test on the same answer document that is used for the regular Grade 6 or Grade 7 *Mathematics* test. In Field F, Math Form, be sure that the student who is administered the *Plain English Mathematics* test enters the correct form number.

On the morning of testing, you will receive all materials needed to administer the SOL Grade 6 or 7 *Mathematics* test as listed in Table 2. The Grades 6 and 7 *Mathematics* tests have two sections. In the first section, students may **not** use calculators. In the second section, students **may** use calculators. The non-calculator section must be administered first. As instructed by your STC, follow directions for providing students “no break” or a “flexible break.”



Table 2. Testing Materials for Grade 6 or 7 *Mathematics*

<b>MATERIALS YOU WILL NEED</b>	<ul style="list-style-type: none"> <li>• a copy of this manual</li> <li>• Grade 6 or Grade 7 <i>Mathematics</i> test booklet</li> <li>• the students' answer documents</li> <li>• an extra supply of Grade 6 or Grade 7 <i>Mathematics</i> formula sheets if needed</li> <li>• a supply of metric/standard rulers</li> <li>• state-approved scientific calculators</li> <li>• <u>GRADE 6 ONLY</u>: a supply of either protractors <u>or</u> angle rulers</li> <li>• a supply of scratch paper</li> <li>• a supply of sharpened soft-lead (No. 2) pencils with erasers</li> </ul>
<b>MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH REGULAR TEST FORMS</b>	<ul style="list-style-type: none"> <li>• a test booklet</li> <li>• the student's answer document</li> <li>• a Grade 6 or Grade 7 <i>Mathematics</i> formula sheet (included in each test booklet)</li> <li>• a metric/standard ruler</li> <li>• a state-approved scientific calculator</li> <li>• <u>GRADE 6 ONLY</u>: either a protractor <u>or</u> an angle ruler</li> <li>• scratch paper</li> <li>• two sharpened soft-lead (No. 2) pencils with erasers</li> </ul>
<b>MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH SPECIAL TEST FORMS</b>	<ul style="list-style-type: none"> <li>• the student's answer document</li> <li>• a Grade 6 or Grade 7 <i>Mathematics</i> formula sheet (included in Braille and large-print kits)</li> <li>• two sharpened soft-lead (No. 2) pencils with erasers</li> <li>• scratch paper</li> <li>• a metric/standard ruler (per IEP or 504 Plan)</li> <li>• a state-approved scientific calculator (per IEP or 504 Plan)</li> <li>• <u>GRADE 6 ONLY</u>: either a protractor <u>or</u> an angle ruler (per IEP or 504 Plan)</li> </ul> <p style="text-align: center;"><b>BRAILLE</b></p> <ul style="list-style-type: none"> <li>• Braille test booklet (and accompanying audiotape as needed to provide specified accommodations)</li> <li>• two sheets of Braille paper (for use by the student, if needed)</li> <li>• an Examiner's copy of the Braille test in regular-print for your use during administration; or</li> </ul> <p style="text-align: center;"><b>LARGE-PRINT</b></p> <ul style="list-style-type: none"> <li>• large-print test booklet (and accompanying audiotape as needed to provide specified accommodations)</li> <li>• an Examiner's copy of the test in large-print for your use during administration; or</li> </ul> <p style="text-align: center;"><b>REGULAR AUDIO</b></p> <ul style="list-style-type: none"> <li>• regular test booklet</li> <li>• accompanying audiotape</li> </ul>

### AUDIO TESTS

If you are administering a Regular, Braille, or large-print Grade 6 or 7 *Mathematics* test that is accompanied by an audio recording, you should read aloud to students the test directions, the sample item, and the answer to the sample item. Do not have the students turn on their audio recording until you have completed the directions through page 79. This procedure is necessary because the narrator on the audio reads only the directions and the sample item but does not read the answer to the sample item.

Demonstrate to students how to operate the audio equipment. Pause while students practice. Make sure the students know how to start, stop, advance, or rewind the tape.

You or the students may now (or later) advance the audio to the first test item and stop the audiotape. After you have read aloud the directions to the students, you will instruct the students to begin playing the recording.

You or the students may start, stop, advance, or rewind the recording as necessary during the test to better follow its contents.

### BRILLE OR LARGE PRINT TEST

To meet any accommodations specified in the student's Individualized Education Program (IEP), you may adjust the directions you read aloud to the students for filling in the answer document.

### DEMOGRAPHIC INFORMATION ON THE ANSWER DOCUMENT

If you have Pre-ID labels for the students' answer documents, Fields B through F should not be completed. As Instructed by your STC, you or another adult must complete FIELD E, STATE TESTING IDENTIFIER.

If you do not have Pre-ID labels and you have been instructed by your STC to have students complete Fields B through D during the test session, **GO TO APPENDIX C, *Directions for Student Completion of Demographic Information on the Answer Document if Pre-ID Labels are Not Used***. Read aloud these directions for students to complete the demographic information before you begin reading the directions on the next page.

After the demographic information has been filled in, you may begin reading the directions on the next page for all paper/pencil tests including regular and special test forms with audio.

↓ DIRECTIONS FOR ALL PAPER/PENCIL GRADES 6 AND 7 MATHEMATICS TESTS  
(INCLUDING AUDIO) START HERE ↓

Before distributing the answer documents,

**SAY** Today you will be taking the SOL Grade [6 or 7] *Mathematics* test. This test will provide information about how well you understand this subject. It is important that you do your best on the test. I will give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.

Distribute the answer documents with the Section 1 side facing up. Make sure all students have two sharpened No. 2 pencils with erasers.

**SAY** We will complete some of the information on this page. In Field A, find the line labeled “Student Name.” Carefully print your last name, then your first name, and then your middle initial.

Give help as needed.

Follow the instructions of your STC for completing the remaining information in Field A. If instructed by the STC not to complete the remaining information in Field A, skip the following directions and continue on the next page after the box with “arrows.”

If instructed by the STC to complete the remaining information in Field A,

**SAY** Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, gender, grade, your date of birth, and today’s date as the testing date (Provide students with the month, day and year). Does anyone have a question?

**NOTE:** You may expand on this instruction to clarify the information students are to complete in Field A of the answer document.

Answer students’ questions. Refer them to the dry-erase board or chalkboard if you have written identification information there. While students are completing the information, walk around the room to see that they are following instructions. Give help as needed.

↓ CONTINUE DIRECTIONS HERE ↓

**SAY** Now look at the back side of your answer document. (Demonstrate.) Find the top two boxes labeled “Last Name” and “First Name.” (Point.) Print your last name in the first box. Print your first name in the second box.

Give help as needed and answer student questions.

**SAY** I will now give each of you a test booklet, a ruler, and a sheet of scratch paper. Do not open your test booklet until I tell you to do so.

Distribute the metric/standard rulers and scratch paper.

Ensure that students also have any materials or supplies required for accommodations.

Have an extra supply of formula sheets available for student, if needed.

Test booklets contained in each package may have different form numbers. Make sure that you pass out

the test booklets in the order in which they were packaged. DO NOT re-order the test booklets in any way before distribution to students.

Distribute the test booklets. After this distribution is completed,

- SAY** Look at the front cover of your test booklet for the form number of the test you are taking. Find the “M” followed by four numbers. (Demonstrate using a student’s test booklet.) Now look at the back side of your answer document. Find Field F, “MATH FORM.” (Point.) The letter “M” has been written for you. In the empty boxes, write the numbers that appear on the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in. Are there any questions?

Answer any questions the students may have.

To assist in the identification of the test form, the complete form number indicates the test level (6 or 7), subject test code (3-digit numbers), followed by a dash (-), an “M” and four numbers. However, only the last four numbers must be entered on the answer document.

As an Examiner, you may need to complete this field for students with disabilities. On a LARGE-PRINT test booklet, the form number is on the top right corner of the test booklet’s front cover. The form number for a BRAILLE test booklet is on its front cover at the bottom center. Correct completion of the form number is essential for accurate scoring.

- SAY** Find Field G, Test Date. (Point.) In the area labeled “Month,” find the circle for the month of this test date and fill it in. (Specify the month.)

After students have finished,

- SAY** The next area is labeled “Day.” In the two boxes, write the test date, entering one number in each box. (Specify the test date.) For example, if the test date is between the 1st and the 9th of the month, you would write “0” in the first box and the correct number in the second box. Does anyone have a question?

Answer all questions. When everyone has finished,

- SAY** Now beneath each box, fill in the circle that has the same number that you wrote in the box.

After students have finished,

- SAY** The next area is labeled “Year.” In the last two boxes, write “0” in the first box and the correct number in the second box. Does anyone have a question?

Answer all questions. When everyone has finished,

- SAY** Now beneath each box, fill in the circle that has the “0” and the correct number.

Give help as needed.

- SAY** On the front cover of your test booklet, find the box labeled “Student Name.” (Point, using a student’s test booklet.) Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.

Give help as needed.

Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklets.

### STARTING PAGE NUMBERS: REGULAR AND SPECIAL TEST FORMS

Most Regular test forms begin on page 3, but some begin on page 5. If you are administering a Grade 6 or 7 *Mathematics* test with the form number identified in the chart below, adjust your directions to, “open your test booklet to page 5.”

The starting page numbers for Special Test Forms will vary. Therefore, check the starting page number—the page with the sample item—in your Examiner’s copy of the test booklet prior to reading the directions to the students. Adjust your directions as necessary.

Starting Page Numbers for Certain Regular Test Forms		
Test Name	Form Number	Starting Page Number
Grade 6 Mathematics	M0118, M3028, or M6027	5
Grade 6 Plain English Mathematics	M8527 or M8528	5
Grade 7 Mathematics	M0118, M3028, or M6027	5
Grade 7 Plain English Mathematics	M8527 or M8528	5

### GRADE 6 MATHEMATICS TESTS (INCLUDING AUDIO)

**SAY** Open your test booklet to the first page and carefully tear out the Grade 6 *Mathematics* formula sheet. (Demonstrate using a student’s test booklet.)

Make sure all students have found the formula page. It is located immediately after the front cover.

**SAY** Open your test booklet to page [3 or 5]. (Use the chart above to identify the page number.)

Make sure all students have their test booklets open to the correct page.

**SAY** Look at the directions at the top of page [3 or 5] of your test booklet. Read them to yourself as I read them aloud. *“Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen.”* Now look at the sample.

### DIFFERENT TEST DIRECTIONS

If you are administering test form M6027, M7527, or M8027,

**SAY** Look at the directions at the top of page [3 or 5] of your test booklet. Read them to yourself as I read them aloud. *“Directions: Read and solve each question. Then mark the space on your answer document.”* Now look at the sample.

**Grade 6 Mathematics Tests (Including Audio), continued**

Point to the sample question using a student's test booklet.

**SAY** Read the sample question to yourself as I read it aloud. *"Which is less than one and sixty-four thousandths?" (A) one and one hundred fifty-nine thousandths... (B) one and fifty-nine thousandths... (C) one and one hundred seventy-one thousandths... (D) one and seventy-one thousandths...* (Pause.) Which answer did you choose?

Pause for replies.

**SAY** The best answer is "B." (Pause.)

**SAY** Turn your answer document over to the back side and look at the bottom section. (Demonstrate.) Now find the shaded box labeled "Sample A" on your answer document. (Point to the section.)

Make sure all students have found the correct section on the answer document.

**SAY** In the shaded box marked "Sample A," fill in the circle for the letter "B," because "B" is the letter for the best answer.

➡ STOP HERE AND GO TO DIRECTIONS ON PAGE 79 ➡

**GRADE 7 MATHEMATICS TESTS (INCLUDING AUDIO)**

**SAY** Open your test booklet to the first page and carefully tear out the **Grade 7 Mathematics formula sheet**. (Demonstrate using a student's test booklet.)

Make sure all students have found the formula page. It is located immediately after the front cover.

**SAY** Open your test booklet to page [3 or 5]. (Use the chart above to identify the page number.)

Make sure all students have their test booklets open to the correct page.

**SAY** Look at the directions at the top of page [3 or 5] of your test booklet. Read them to yourself as I read them aloud. *"Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen."* Now look at the sample.

**DIFFERENT TEST DIRECTIONS**

If you are administering test form M6027, M7527, or M8027,

**SAY** Look at the directions at the top of page [3 or 5] of your test booklet. Read them to yourself as I read them aloud. *"Directions: Read and solve each question. Then mark the space on your answer document."* Now look at the sample.

**Grade 7 Mathematics Tests (Including Audio), continued**

Point to the sample question using a student's test booklet.

**SAY** Read the sample question to yourself as I read it aloud. *"One hundred students were asked to name one favorite color. The chart shows the results. Read the chart. (Pause.) What percent of the students name blue?" (A) 28%... (B) 29%... (C) 50%... (D) 57%."* (Pause.) Which answer did you choose?

Pause for replies.

**SAY** The best answer is "A." (Pause.)

**SAY** Turn your answer document over to the back side and look at the bottom section. (Demonstrate.) Now find the shaded box labeled "Sample A" on your answer document. (Point to the section.)

Make sure all students have found the correct section on the answer document.

**SAY** In the shaded box marked "Sample A," fill in the circle for the letter "A," because "A" is the letter for the best answer.

➡STOP HERE AND GO TO DIRECTIONS BELOW➡

↓DIRECTIONS FOR ALL PAPER/PENCIL GRADE 6 OR 7 TESTS (INCLUDING AUDIO)  
CONTINUE HERE↓

**SAY** Are there any questions about how to mark this answer on your answer document?

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of completing the answer document.

**SAY** You should answer all of the questions on this part of the *Mathematics* test. Remember to read each question carefully and choose the best answer. You may have as much time as you need to complete questions in Section 1. Work until you finish Section 1 where you see the stop sign. (Demonstrate using a student's test booklet.) You will not be able to return to these questions after you have finished this part of the test. For some questions, you may need to use the ruler or formula sheet. You may write in your test booklet or use the scratch paper for any writing you may have to do, but be sure to fill in your answers on your answer document. (Point to this section.) Fill in only one answer for each question. Are there any questions?

Answer students' questions.

**SAY** Notice that odd-numbered questions have answer choices labeled "A," "B," "C," and "D." The answer choices for even-numbered questions are labeled "F," "G," "H," and "J." If you decide to change your answer to a question, make sure to erase the first answer completely. Work until you see the stop sign. When you have finished, you may check your work for questions in Section 1 only. Then raise your hand and close your test booklet. I will then give further directions. Do NOT go on to Section 2 of the *Mathematics* test. Does everyone understand what to do?

Answer students' questions. After all questions have been answered,

During test administration, monitor the testing process by moving as unobtrusively as possible about the room. Make sure that students do not use calculators and do not work beyond the **stop sign** for Section 1.

Follow specific instructions as determined by your STC regarding not providing or for providing students a break and how long the break should be between Section 1 and Section 2 of the Grade 6 or 7 *Mathematics* test.

DIRECTIONS FOR ADMINISTERING THE TEST WITH NO BREAK CONTINUE ON PAGE 81

DIRECTIONS FOR ADMINISTERING THE TEST WITH A FLEXIBLE BREAK CONTINUE ON PAGE 84



**ADMINISTERING THE GRADE 6 OR 7 MATHEMATICS TEST (INCLUDING AUDIO)  
WITH NO BREAK**

If you have been instructed by your STC not to provide students a break, upon their completion of Section 1, you must start Section 2, for students individually as they raise their hands.

**All Audio Tests Only**

**SAY** Do not turn on your audiotape until I tell you to do so.

Collect used scratch paper from students when they have completed Section 1.

**SAY** Do not open your test booklet until I tell you to do so. (Pause.)

**Grade 6 Mathematics Test (Including Audio)**

**SAY** I will now give you some other materials for this test: a calculator, [(either) a protractor or an angle ruler], and another sheet of scratch paper.

Give each student a calculator, (either) a protractor or an angle ruler, and another sheet of scratch paper.

**Grade 7 Mathematics Test (Including Audio)**

**SAY** I will now give you some other materials for this test: a calculator and another sheet of scratch paper.

Give each student a calculator and another sheet of scratch paper.

**SAY** Check to make sure your calculator is operating correctly. Be sure you understand which keys to press for the numbers and which keys to press for the operations. Are there any questions?

Answer all questions. Be sure all calculators are operating correctly and that everyone understands how to use the calculators.

Using a student's test booklet, identify the beginning page number for **Section 2** of the Grade 6 or 7 Mathematics test.

**SAY** Now open your test booklet and turn to page [say the page number]. (Demonstrate using a student's test booklet.)

➔DIRECTIONS FOR ALL GRADE 6 OR 7 MATHEMATICS TESTS (INCLUDING AUDIO)  
CONTINUE ON PAGE 83➔

**Directions for No Break, continued**

Make sure all students have their test booklets open to the correct page.

**SAY** Beginning on this page, you should answer all questions in Section 2. Keep working until you come to the stop sign after question 60 at the end of the Mathematics test (Demonstrate using a student's test booklet.). You may have as much time as you need to complete this section. (Pause.)

**Grade 6 Mathematics Test (Including Audio)**

**SAY** For some questions, you may need to use the metric/standard ruler, [(either) a protractor or an angle ruler], or the formula sheet. You may use the calculator for any questions in Section 2. (Pause.)

**Grade 7 Mathematics Test (Including Audio)**

**SAY** For some questions, you may need to use the metric/standard ruler or the formula sheet. You may use the calculator for any questions in Section 2. (Pause.)

**SAY** You may use your test booklet or scratch paper for any writing you may have to do, but be sure to fill in the answers on your answer document. (Point to this section.) When you finish, you may check your work on questions in Section 2 only. Do NOT go back to questions in Section 1 of your test booklet. Does everyone understand what to do?

After all questions have been answered,

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

**SAY** When you have finished, raise your hand and I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class].

Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

➡DIRECTIONS FOR ALL AUDIO TESTS STOP HERE AND CONTINUE ON PAGE 83 BOTTOM➡

For all paper/pencil tests, students may start the test now.

**SAY** You may start working now.

↓DIRECTIONS FOR ALL PAPER/PENCIL GRADE 6 AND 7 TESTS CONTINUE ON THIS PAGE (BOTTOM)↓

**GRADE 6 OR 7 MATHEMATICS AUDIO TESTS ONLY**

**(Directions for No Break continued)**

Have the student or you may advance the recording to the narration of the first test item of Section 2 and then stop the tape until the directions below have been read.

**SAY Do not start working until I tell you to do so. After you have turned on your recording, advance the recording to the first test item of Section 2. (Pause.) Does everyone know what to do?**

Answer any questions related to starting the tape at the first test item of Section 2. Make sure the audio is set to start on the first test item of Section 2.

**SAY Listen to each items carefully as it is read and choose the best answer.**

Remind students.

**SAY You may start, stop, advance, or rewind the audiotape as necessary during Section 2 of the test. After you have completed Section 2, stop the audiotape and raise your hand. Does everyone understand what to do?**

Pause.

**SAY You may turn on the recording and start working now.**

↓DIRECTIONS FOR ALL PAPER/PENCIL GRADE 6 & 7 MATHEMATICS TESTS (INCLUDING AUDIO CONTINUE HERE)↓

During test administration, monitor the testing process by moving as unobtrusively as possible about the room.

As students finish testing, collect all test materials (answer document, test booklet, used scratch paper, and used formula sheets) one item at a time from each individual student. Do not have students pass materials up or down the rows of desks or workstations.

Be sure to account for all test materials, including test booklets, answer documents, rulers, calculators, formula sheets, scratch paper, audiotape, and audio equipment, if applicable, **before** students are moved to an alternate test site or dismissed from the test session.

After the test session is over, inspect the students' answer documents and organize the test materials for return to the STC as specified in SECTION 10, PAGE 103.

All test materials must be kept in a secure location until they are returned to the STC.

### **ADMINISTERING THE GRADE 6 OR 7 MATHEMATICS TEST (INCLUDING AUDIO) WITH A FLEXIBLE BREAK**

If you have been instructed by your STC to provide students a break, when most students have finished Section 1,

**SAY** If you have finished, insert the formula sheet inside your test booklet, and raise your hand. I will collect your materials. If you have not finished, continue working and take as much time as you need. You will NOT be able to return to these questions in Section 1 when we begin the next section of the test. When you do finish, insert the formula sheet inside your test booklet and raise your hand. After I have collected your materials, you may sit quietly or read if you wish.

When most students have finished,

**SAY** We will take a break now. (The length of the break should be as pre-determined by your STC.)

#### **All Audio Tests Only**

**SAY** Turn off your audiotape.

Collect the answer documents of those students who have finished questions in Section 1. Then collect their test booklets with the students' formula sheets enclosed; then collect their scratch paper, rulers and other test materials. These items should be collected from each individual student, not passed up or down the rows of desks or seats.

Allow those students who have not finished to continue working. Be prepared for the possibility of moving these students to an alternate test site. Should this become necessary, be sure to maintain the security of the test booklet, answer documents and used scratch paper for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move. Be sure to allow these students to take a break before you continue administration of the Grade 6 or 7 *Mathematics* test.

Examiners must collect all materials used in testing. Be sure to account for all test materials, including test booklets, answer documents, audiotapes, and scratch paper **before** students are moved to an alternate test site or dismissed from the test session for the break. Test materials must be kept in a secure location.

When you are ready to resume testing,

**SAY** I will now give back your answer document. Make sure that your name is on your answer document. (Demonstrate.)

Distribute the answer documents. Make sure that each student receives the correct answer document.

**Flexible Break, continued**

**SAY I will now give back your test booklet with your formula sheet.**

Distribute the test booklets with the students' enclosed formula sheets. Make sure that each student receives hers/his test booklet and formula sheet.

**SAY You should answer all questions in Section 2. Keep working until you come to the stop sign after question 60 at the end of the Mathematics test** (Demonstrate using a student's test booklet.). **You may have as much time as you need to complete this section.** (Pause.)

**Grade 6 Mathematics Test (Including Audio)**

**SAY For some questions, you may need to use the metric/standard ruler, [(either) a protractor or an angle ruler], or the formula sheet. You may use the calculator for any questions in Section 2.** (Pause.)

**Grade 7 Mathematics Test (Including Audio)**

**SAY For some questions, you may need to use the metric/standard ruler or the formula sheet. You may use the calculator for any questions in Section 2.** (Pause.)

**SAY You may use your test booklet or scratch paper for any writing you may have to do, but be sure to fill in the answers on your answer document.** (Point to this section.) **When you finish, you may check your work on questions in Section 2 only. Do NOT go back to questions in Section 1 of your test booklet. Does everyone understand what to do?**

After all questions have been answered,

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

**SAY When you have finished, raise your hand and I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class].**

**Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.**

For all paper/pencil tests, students may start the test now.

**SAY You may start working now.**

**Flexible Break, continued****GRADE 6 OR 7 MATHEMATICS AUDIO TESTS ONLY**

Have the student or you may advance the recording to the narration of the first test item of Section 2 and then stop the tape until the directions below have been read.

**SAY Do not start working until I tell you to do so. After you have turned on your recording, advance the recording to the first test item of Section 2. (Pause.) Does everyone know what to do?**

Answer any questions related to starting the tape at the first test item of Section 2. Make sure the audio is set to start on the first test item of Section 2.

**SAY Listen to each items carefully as it is read and choose the best answer.**

Remind students,

**SAY You may start, stop, advance, or rewind the audiotape as necessary during Section 2 of the test. After you have completed Section 2, stop the audiotape and raise your hand. Does everyone understand what to do?**

Pause.

**SAY You may turn on the recording and start working now.**

During test administration, monitor the testing process by moving as unobtrusively as possible about the room.

As students finish testing, collect all test materials (answer document, test booklet, used scratch paper, and used formula sheets) one item at a time from each individual student. Do not have students pass materials up or down the rows of desks or workstations.

Be sure to account for all test materials, including test booklets, answer documents, rulers, calculators, formula sheets, scratch paper, audiotape, and audio equipment, if applicable, **before** students are moved to an alternate test site or dismissed from the test session.

After the test session is over, inspect the students' answer documents and organize the test materials for return to the STC as specified in SECTION 10, PAGE 103.

All test materials must be kept in a secure location until they are returned to the STC.

## 9.5 Specific Directions for Administering the Paper/Pencil Grade 8 *Mathematics/Numeracy* Tests

On the morning of testing, you will receive all materials needed to administer the SOL Grade 8 *Mathematics/Numeracy* test as listed in Table 3.

**Table 3. Testing Materials for Grade 8 *Mathematics***

<b>MATERIALS YOU WILL NEED</b>	<ul style="list-style-type: none"> <li>• a copy of this manual</li> <li>• Grade 8 <i>Mathematics</i> test booklet</li> <li>• the students' answer documents</li> <li>• an extra supply of Grade 8 <i>Mathematics</i> formula sheets, if needed</li> <li>• a supply of metric/standard rulers</li> <li>• ONLY state-approved scientific calculators for grade-level test (<b>OR</b> ONLY four-function calculators for administration of the cumulative test for students pursuing Modified Standard Diploma)</li> <li>• a supply of scratch paper</li> <li>• a supply of sharpened soft-lead (No. 2) pencils with erasers</li> </ul>
<b>MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH REGULAR TEST FORMS</b>	<ul style="list-style-type: none"> <li>• a test booklet</li> <li>• the student's answer document</li> <li>• a Grade 8 <i>Mathematics</i> formula sheet (included in each test booklet)</li> <li>• a metric/standard ruler</li> <li>• a state-approved scientific calculator (for administration of the grade-level test)</li> <li>• any four-function calculator (for administration of the cumulative test)</li> <li>• scratch paper</li> <li>• two sharpened soft-lead (No. 2) pencils with erasers</li> </ul>
<b>MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH SPECIAL TEST FORMS</b>	<ul style="list-style-type: none"> <li>• the student's answer document</li> <li>• a Grade 8 <i>Mathematics</i> formula sheet (included in Braille and large-print kits)</li> <li>• two sharpened soft-lead (No. 2) pencils with erasers</li> <li>• scratch paper</li> <li>• a metric/standard ruler (per IEP or 504 Plan)</li> <li>• a state-approved scientific calculator or a four-function calculator (per IEP or 504 Plan)</li> </ul> <p style="text-align: center;"><b>BRAILLE</b></p> <ul style="list-style-type: none"> <li>• Braille test booklet (and accompanying audiotape as needed to provide specified accommodations)</li> <li>• two sheets of Braille paper (for use by the student, if needed)</li> <li>• an Examiner's copy of the Braille test in regular-print for your use during administration; or</li> </ul> <p style="text-align: center;"><b>LARGE-PRINT</b></p> <ul style="list-style-type: none"> <li>• large-print test booklet (and accompanying audiotape as needed to provide specified accommodations)</li> <li>• an Examiner's copy of the test in large-print for your use during administration; or</li> </ul> <p style="text-align: center;"><b>REGULAR AUDIO</b></p> <ul style="list-style-type: none"> <li>• regular test booklet</li> <li>• accompanying audiotape</li> </ul>

### **PLAIN ENGLISH MATHEMATICS TEST**

The *Plain English* version of the Grade 6 or Grade 7 *Mathematics* test is available for LEP students who are classified as level 1 or level 2 of English language proficiency, and all LEP students regardless of their English language proficiency level during their first year of enrollment in a U.S. school. Students with disabilities may also qualify for this test based on their IEPs or 504 management plans. The Grade 6 or Grade 7 *Plain English Mathematics* test is available in Braille, large-print, and audiotape version.

Students eligible to take the Grade 6 or Grade 7 *Plain English Mathematics* test will use a designated test form. However, these students will enter their answers for the *Plain English Mathematics* test on the same answer document that is used for the regular Grade 6 or Grade 7 *Mathematics* test. In Field F, Math Form, be sure that the student who is administered the *Plain English Mathematics* test enters the correct form number.

### **AUDIO TESTS**

If you are administering a Regular, Braille, or large-print Grade 8 *Mathematics* test that is accompanied by an audio recording, you should read aloud to students the test directions, the sample item, and the answer to the sample item. Do not have the students turn on their audio recording until you have completed the directions through page 92. This procedure is necessary because the narrator on the audio reads only the directions and the sample item but does not read the answer to the sample item.

Demonstrate to students how to operate the audio equipment. Pause while students practice. Make sure the students know how to start, stop, advance, or rewind the tape.

You or the students may now (**or** later) advance the audio to the first test item and stop the audiotape. After you have read aloud the directions to the students, you will instruct the students to begin playing the recording.

You or the students may start, stop, advance, or rewind the recording as necessary during the test to better follow its contents.

### **BRILLE OR LARGE PRINT TEST**

To meet any accommodations specified in the student's Individualized Education Program (IEP), you may adjust the directions you read aloud to the students for filling in the answer document.

### **DEMOGRAPHIC INFORMATION ON THE ANSWER DOCUMENT**

If you have Pre-ID labels for the students' answer documents, Fields B through F should not be completed. As Instructed by your STC, you or another adult must complete FIELD E, STATE TESTING IDENTIFIER.

If you do not have Pre-ID labels and you have been instructed by your STC to have students complete Fields B through D during the test session, **GO TO APPENDIX C, *Directions for Student Completion of Demographic Information on the Answer Document if Pre-ID Labels are Not Used***. Read aloud these directions for students to complete the demographic information before you begin reading the directions on the next page.

After the demographic information has been filled in, you may begin reading the directions on the next page for all paper/pencil tests including regular and special test forms with audio.



↓ DIRECTIONS FOR ALL PAPER/PENCIL GRADE 8 *MATHEMATICS* TESTS (INCLUDING AUDIO) START HERE ↓

Before distributing the answer documents,

**SAY** Today you will be taking the SOL Grade 8 *Mathematics* test. This test will provide information about how well you understand this subject. It is important that you do your best on this test. I will give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.

Distribute the answer documents with the Section 1 side facing up. Make sure all students have two sharpened No. 2 pencils with erasers.

**SAY** We will complete some of the information on this page. In Field A, find the line labeled “Student Name.” Carefully print your last name, then your first name, and then your middle initial.

Give help as needed.

Follow the instructions of your STC for completing the remaining information in Field A. If instructed by the STC not to complete the remaining information in Field A,

If instructed by the STC to complete the remaining information in Field A,

↓ CONTINUE DIRECTIONS HERE ↓

**SAY** Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, gender, grade, your date of birth, and today’s date as the testing date (Provide students with the month, day and year). Does anyone have a question?

Answer students’ questions. Refer them to the dry-erase board or chalkboard if you have written identification information there. While students are completing the information, walk around the room to see that they are following instructions. Give help as needed.

**SAY** Now look at the back side of your answer document. (Demonstrate.) Find the top two boxes labeled “Last Name” and “First Name.” (Point.) Print your last name in the first box. Print your first name in the second box.

Give help as needed and answer student questions.

### GRADE 8 *MATHEMATICS* TEST (2001 Standards)

Distribute the scratch paper first. Then distribute metric/standard rulers, and state-approved scientific calculators.

**SAY** I will now give you some other materials for this test: a sheet of scratch paper, a ruler, and a calculator. Do not do anything until I tell you to do so.

**OR**

**GRADE 8 MATHEMATICS CUMULATIVE TEST (1995 Standards)**

Distribute the scratch paper first. Then distribute metric/standard rulers and four-function calculators.

**SAY** I will now give you some other materials for this test: a sheet of scratch paper, a ruler, and a calculator. Do not do anything until I tell you to do so.

**SAY** Check to make sure your calculator is operating correctly. Be sure you understand which keys to press for the numbers and which keys to press for the operations. Are there any questions?

Answer all questions. Be sure all calculators are operating correctly and that everyone understands how to use the calculators.

Ensure that students also have any materials or supplies required for accommodations.

Have an extra supply of formula sheets available for students, if needed.

**SAY** Now, I am going to give each of you a test booklet. Do not open your test booklet until I tell you to do so.

Distribute test booklets.

**SAY** Open your test booklet to the first page and carefully tear out the Grade 8 *Mathematics* formula sheet. (Demonstrate using a student's test booklet.)

Make sure all students have found the formula page. It is located immediately after the front cover.

**SAY** Look at the front cover of your test booklet for the form number of the test you are taking. Find the "M" followed by four numbers. (Demonstrate using a student's test booklet.) Now look at the back side of your answer document. Find Field F, MATH FORM. (Point.) The letter "M" has been written for you. In the empty boxes, write the numbers that appear on the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in. Are there any questions?

Answer any questions the students may have.

To assist in the identification of the test form, the complete form number indicates the test level (8), subject test code (3-digit numbers), followed by a dash (-), an "M" and four numbers. However, only the last four numbers must be entered on the answer document.

As an Examiner, you may need to complete this field for students with disabilities. On a LARGE-PRINT test booklet, the form number is on the top right corner of the test booklet's front cover. The form number for a BRAILLE test booklet is on its front cover, at the bottom center. Correct completion of the form number is essential for accurate scoring.

**SAY** Find Field G, Test Date. (Point.) In the area labeled "Month," find the circle for the month of this test date and fill it in. (Specify the month.)

After students have finished,

**SAY** The next area is labeled “Day.” In the two boxes, write the test date, entering one number in each box. (Specify the test date.) For example, if the test date is between the 1<sup>st</sup> and the 9<sup>th</sup> of the month, you would write “0” in the first box and the correct number in the second box. Does anyone have a question?

Answer all questions. When everyone has finished,

**SAY** Now beneath each box, fill in the circle that has the same number that you wrote in the box.

After students have finished,

**SAY** The next area is labeled “Year.” In the last two boxes, write “0” in the first box and the correct number in the second box. Does anyone have a question?

Answer all questions. When everyone has finished,

**SAY** Now beneath each box, fill in the circle that has the “0” and the correct number.

Give help as needed.

**SAY** On the front cover of your test booklet, find the box labeled “Student Name.” (Point using a student’s test booklet.) Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.

Give help as needed.

Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklets.

Make sure all students have located the formula page.

#### STARTING PAGE NUMBERS: REGULAR AND SPECIAL TEST FORMS

Most Regular test forms begin on page 3, but some begin on page 5 or 6. If you are administering an Grade 8 Mathematics test with the form number identified in the chart below, adjust your directions to, “open your test booklet to the appropriate page .”

The starting page numbers for Special Test Forms will vary. Therefore, check the starting page number—the page with the sample item—in your Examiner’s copy of the test booklet prior to reading the directions to the students. Adjust your directions as necessary.

Starting Page Numbers for Certain Regular Grade 8 Mathematics Test Forms

Test Name	Form Number	Starting Page Number
Grade 8 Mathematics (2001 Standards)	M0118, M3028, M5038, M6037	5
Grade 8 Mathematics Cumulative (1995 Standards)	M3025, M5035,	5
Grade 8 Mathematics Cumulative (1995 Standards)	M6124	6
Grade 8 Plain English Mathematics (2001 Standards)	M8537, M8538	5
Grade 8 Plain English Mathematics Cumulative (1995 Standards)	M8524	5

**GRADE 8 MATHEMATICS TEST (Including Audio)**

**SAY** Open your test booklet to page [3, 5, or 6]. (Use the chart above to identify the page number .)

Make sure all students have their test booklets open to the correct page.

**SAY** Look at the directions at the top of page [3, 5, or 6] of your test booklet. Read them to yourself as I read aloud. *“Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen.”* Now look at the sample.

Point to the sample question using a student's test booklet.

**SAY** Read the sample to yourself as I read it aloud. *“Vicki had \$228 dollars. She spends \$37 dollars on a gift. How much did she have left? (Pause.) (A) \$211 dollars... (B) \$191 dollars... (C) \$181 dollars... (D) \$164 dollars...”* (Pause.) Which answer did you choose?

Pause for replies.

**DIFFERENT DIRECTIONS**

If you are administering forms M6037, M7537, or M8037, ,

**SAY** Look at the directions at the top of page 5 in your test booklet. Read them to yourself as I read them aloud. *“Directions: Read and solve each question. Then mark the space on your answer document for the best answer.”* Now look at the sample.

Point to the sample question.

**SAY** The best answer is “B.”

Point to this section.

**SAY** Turn your answer document over to the back side and look at the bottom section. (Demonstrate.) Now find the shaded box labeled “Sample A.” (Point to this section.)

Make sure all students have found the correct section of the answer document.

**SAY** In the shaded box marked “Sample A,” fill in the circle for the letter “B,” because “B” is the letter for the best answer. Are there any questions about how to mark this answer on your answer document?

Answer all questions related to the mechanics of completing the answer document.

**SAY** You should answer all of the questions in this test booklet. Remember to read each question carefully and choose the best answer. You may have as much time as you need to complete this test. Work until you come to the stop sign. (Demonstrate using a student's test booklet.)

**GRADE 8 MATHEMATICS AND PLAIN ENGLISH  
MATHEMATICS TESTS (2001 STANDARDS)**

You may modify your instructions to point out to students that there are 60 test items on the Grade 8 *Plain English Mathematics* test; however, the *Mathematics* section of the answer document has 70 answer spaces. Therefore, the last 10 answer spaces (61-70) should be left blank.

If you are administering the grade-level Grade 8 *Mathematics* test or the Grade 8 *Plain English Mathematics* test that measures the *2001 Standards* (M8525, M8516, M8537, M8538, M8539, M9725, M9724, M9737, M9738, M9739, M9538, or M9539,

**SAY** There are 60 items on this test. You will find there are 70 answer spaces on the answer document. Do not fill in the last 10 answer spaces that are within the box designated for “Cumulative Test Only.”

Point to this section. Answer any questions the students may have.

**OR**

**GRADE 8 MATHEMATICS AND PLAIN ENGLISH  
CUMULATIVE TESTS (1995 STANDARDS)**

If you are administering the Grade 8 *Mathematics* (cumulative) test that measures the *1995 Standards* (M8524, M8525, M9724, M9725, M9524, or M9525),

**SAY** There are 70 items on this test. You will find there are 70 answer spaces on the answer document. Fill in the last 10 answer spaces that are within the box designated for “Cumulative Test Only.”

Point to this section.

Answer any questions the students may have.

↓RESUME DIRECTIONS HERE FOR ALL GRADE 8 MATHEMATICS TESTS (INCLUDING AUDIO)↓

**SAY** For some questions, you may need to use the ruler or a formula on the formula sheet. You may use the calculator as needed. You may use your test booklet or scratch paper for any writing you may have to do, but be sure to fill in the answers on your answer document. (Point to this section.) Are there any questions?

Answer students’ questions.

**SAY** Notice that odd-numbered questions have answer choices labeled “A,” “B,” “C,” and “D.” The answer choices for even-numbered questions are labeled “F,” “G,” “H,” and “J.” If you decide to change your answer to a question, make sure you erase your first answer

**completely. Fill in only one answer for each question. When you have finished, you may check your work on the *Mathematics* test. Does everyone understand what to do?**

Answer students' questions.

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

**SAY When you have finished, raise your hand and I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class].**

Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

➡DIRECTIONS FOR ALL AUDIO TESTS STOP HERE AND CONTINUE BELOW➡

For all paper/pencil tests, students may start the test now.

**SAY You may start working now.**

➡DIRECTIONS FOR ALL PAPER/PENCIL TESTS CONTINUE ON PAGE 95➡

### GRADE 8 MATHEMATICS AUDIO TESTS ONLY

Make sure the students know how to start, stop, advance, or rewind the tape and that they know they can do this as necessary during the test.

If the recording has not been advanced to the first test item, you or the student may now advance the recording to the narration of the first test item and then stop the tape until the directions below have been read.

**SAY Do not start working until I tell you to do so. After you have turned on your recording, advance the recording to the first test item. (Pause.) Does everyone know what to do?**

Answer any questions related to starting the tape at the first test item. Make sure the audio is set to start on the first test item.

**SAY Listen to the test items and read them to yourself as they are read.**

Remind students,

**SAY You may start, stop, advance, or rewind the audiotape as necessary during the test. Does everyone understands what to do?**

Pause.

**SAY You may turn on the recording and start working now.**

↓ DIRECTIONS FOR ALL PAPER/PENCIL GRADE 8 MATHEMATICS TESTS (INCLUDING AUDIO) CONTINUE HERE ↓

During test administration, monitor the testing process by moving as unobtrusively as possible about the room.

As students finish testing, collect all test materials (answer document, test booklet, used scratch paper, and used formula sheets) one item at a time from each individual student. Do not have students pass materials up or down the rows of desks or workstations.

Be sure to account for all test materials, including test booklets, answer documents, rulers, calculators, used formula sheets, used scratch paper, audiotape, and audio equipment, if applicable, **before** students are moved to an alternate test site or dismissed from the test session.

After the test session is over, inspect the students' answer documents and organize the test materials for return to the STC as specified in SECTION 10, PAGE 103.

All test materials must be kept in a secure location until they are returned to the STC.

## 9.6 Specific Directions for Administering the Paper/Pencil Grade 8 Science Tests

On the morning of testing, you will receive all materials needed to administer the SOL Grade 8 *Science* test as listed in Table 4.

**Table 4. Testing Materials for Grade 8 Science**

<b>MATERIALS YOU WILL NEED</b>	<ul style="list-style-type: none"> <li>• a copy of this manual</li> <li>• Grade 8 <i>Science</i> test booklet</li> <li>• the students' answer documents</li> <li>• a supply of metric/standard rulers</li> <li>• a supply of four-function calculators or approved scientific calculators</li> <li>• a supply of scratch paper</li> <li>• a supply of sharpened soft-lead (No. 2) pencils with erasers</li> </ul>
<b>MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH REGULAR TEST FORMS</b>	<ul style="list-style-type: none"> <li>• a test booklet</li> <li>• the student's answer document</li> <li>• a metric/standard ruler</li> <li>• a four-function calculator or approved scientific calculator</li> <li>• scratch paper</li> <li>• two sharpened soft-lead (No. 2) pencils with erasers</li> </ul>
<b>MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH SPECIAL TEST FORMS</b>	<ul style="list-style-type: none"> <li>• the student's answer document</li> <li>• two sharpened soft-lead (No. 2) pencils with erasers</li> <li>• scratch paper</li> <li>• a metric/standard ruler (per IEP or 504 Plan)</li> <li>• a four-function calculator or approved scientific calculator (per IEP or 504 Plan)</li> </ul> <p style="text-align: center;"><b>BRAILLE</b></p> <ul style="list-style-type: none"> <li>• Braille test booklet (and accompanying audiotape as needed to provide specified accommodations)</li> <li>• two sheets of Braille paper (for use by the student, if needed)</li> <li>• an Examiner's copy of the Braille test in regular-print for your use during administration; or</li> </ul> <p style="text-align: center;"><b>LARGE-PRINT</b></p> <ul style="list-style-type: none"> <li>• large-print test booklet (and accompanying audiotape as needed to provide specified accommodations)</li> <li>• an Examiner's copy of the test in large-print for your use during administration; or</li> </ul> <p style="text-align: center;"><b>REGULAR AUDIO</b></p> <ul style="list-style-type: none"> <li>• regular test booklet</li> <li>• accompanying audiotape</li> </ul>



### AUDIO TESTS

If you are administering a Regular, Braille, or large-print Grade 8 *Science* test that is accompanied by an audio recording, you should read aloud to students the test directions, the sample item, and the answer to the sample item. Do not have the students turn on their audio recording until you have completed the directions through page 101. This procedure is necessary because the narrator on the audio reads only the directions and the sample item but does not read the answer to the sample item.

Demonstrate to students how to operate the audio equipment. Pause while students practice. Make sure the students know how to start, stop, advance, or rewind the tape.

You or the students may now (**or** later) advance the audio to the first test item and stop the audiotape. After you have read aloud the directions to the students, you will instruct the students to begin playing the recording.

You or the students may start, stop, advance, or rewind the recording as necessary during the test to better follow its contents.

### BRAILLE OR LARGE PRINT TEST

To meet any accommodations specified in the student's Individualized Education Program (IEP), you may adjust the directions you read aloud to the students for filling in the answer document.

### DEMOGRAPHIC INFORMATION ON THE ANSWER DOCUMENT

If you have Pre-ID labels for the students' answer documents, Fields B through F should not be completed. As instructed by your STC, you or another adult must complete FIELD E, STATE TESTING IDENTIFIER.

If you do not have Pre-ID labels and you have been instructed by your STC to have students complete Fields B through D during the test session, **GO TO APPENDIX C**, *Directions for Student Completion of Demographic Information on the Answer Document if Pre-ID Labels are Not Used*. Read aloud these directions for students to complete the demographic information before you begin reading the directions on the next page.

After the demographic information has been filled in, you may begin reading the directions on the next page for all paper/pencil tests including regular and special test forms with audio.

↓ DIRECTIONS FOR ALL PAPER/PENCIL TESTS (INCLUDING AUDIO) START HERE ↓

Before distributing the answer documents,

**SAY** Today you will be taking the SOL Grade 8 *Science* test. This test will provide information about how well you understand this subject. It is important that you do your best on this test. I will give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.

Distribute the answer documents with the Section 1 side facing up. Make sure all students have two sharpened No. 2 pencils with erasers.

**SAY** We will complete some of the information on this page. In Field A, find the line labeled “Student Name.” Carefully print your last name, then your first name, and then your middle initial.

Give help as needed.

Follow the instructions of your STC for completing the remaining information in Field A. If instructed by the STC not to complete the remaining information in Field A, skip the following directions and continue below after the box with “arrows.”

If instructed by the STC to complete the remaining information in Field A,

**SAY** Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, gender, grade, your date of birth, and the today’s date as the testing date (Provide students with the month, day and year.) Does anyone have a question?

Answer students’ questions. Refer them to the dry-erase board or chalkboard if you have written identification information there. While students are completing the information, walk around the room to see that they are following instructions. Give help as needed.

↓ CONTINUE DIRECTIONS HERE ↓

**SAY** Now look at the back side of your answer document. (Demonstrate.) Find the top two boxes labeled “Last Name” and “First Name.” (Point.) Print your last name in the first box. Print your first name in the second box.

Give help as needed and answer student questions.

**SAY** I am going to give each of you a test booklet, a ruler, a calculator, and a sheet of scratch paper. Do not open your test booklet until I tell you to do so.

Distribute scratch paper first. Then distribute rulers and calculators.

**SAY** Check to make sure your calculator is operating correctly. Be sure you understand which keys to press for the numbers and which keys to press for the operations. Are there any questions?

Answer all questions.

Ensure that students also have any materials or supplies required for accommodations.

Test booklets contained in each package may have different form numbers. Make sure that you pass out the test booklets in the order in which they were packaged. DO NOT re-order the test booklets in any way before distribution to students.

Distribute test booklets.

- SAY Look at the front cover of your test booklet for the form number of the test you are taking. Find the “S” followed by four numbers.** (Demonstrate using a student’s test booklet.) **Now look at the back side of your answer document. Find Field F, SCIENCE FORM.** (Point.) **The letter “S” has been written for you. In the empty boxes, write the numbers that appear on the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in. Are there any questions?**

Answer any questions the students may have.

To assist in the identification of the test form, the complete form number indicates the test level (8), subject test code (3-digit numbers), followed by a dash (-), an “S” and four numbers. However, only the last four numbers must be entered on the answer document.

As an Examiner, you may need to complete this field for students with disabilities. On a LARGE-PRINT test booklet, the form number is on the top right corner of the test booklet’s front cover. The form number for a BRAILLE test booklet is on its front cover at the bottom center. Correct completion of the form number is essential for accurate scoring.

- SAY Find Field G, Test Date.** (Point.) **In the area labeled “Month,” find the circle for the month of this test date and fill it in.** (Specify the month.)

After students have finished,

- SAY The next area is labeled “Day.” In the two boxes, write the test date, entering one number in each box.** (Specify the test date.) **For example, if the test date is between the 1<sup>st</sup> and the 9<sup>th</sup> of the month, you would write “0” in the first box and the correct number in the second box. Does anyone have a question?**

Answer all questions. When everyone has finished,

- SAY Now beneath each box, fill in the circle that has the same number that you wrote in the box.**

After students have finished,

- SAY The next area is labeled “Year.” In the last two boxes, write “0” in the first box and the correct number in the second box. Does anyone have a question?**

Answer all questions. When everyone has finished,

- SAY Now beneath each box, fill in the circle that has the “0” and the correct number.**

Give help as needed.

- SAY On the front cover of your test booklet, find the box labeled “Student Name.”** (Point using a student’s test booklet.) **Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.**

Give help as needed.

Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklet.

**SAY** **Open your test booklet to page 3.** (Demonstrate using a student's test booklet.)

If you are administering a BRaille or LARGE-PRINT test form: Check your examiner's copy of a Braille test or large-print test to verify the starting page number.

Make sure all students have their test booklet open to the correct page.

**SAY** **Look at the directions at the top of page 3 in your test booklet. Read them to yourself as I read them aloud. "Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen." Now look at the sample.**

Pause.

**SAY** **Read the sample to yourself as I read it aloud. "These animals are grouped together because all of them— (A) live in the water ... (B) are fish ... (C) are warm blooded ... (D) lay eggs." (Pause.) Which answer did you choose?**

Pause for replies.

**SAY** **The best answer is "A."**

Pause.

**SAY** **Turn your answer document over to the back side and look at the bottom section.** (Demonstrate.) **Now find the shaded box labeled "Sample A."** (Point to this section.)

Make sure all students have found the correct section of the answer document.

**SAY** **In the shaded box marked "Sample A," fill in the circle for the letter "A" because "A" is the letter for the best answer.**

Pause.

**SAY** **Are there any questions about how to mark an answer on your answer document?**

Answer all questions related to the mechanics of completing the answer document.

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of completing the answer document.

**SAY** **You should answer all of the questions in this test booklet. You may have as much time as you need to complete this test. Work until you come to the stop sign.** (Demonstrate using a student's test booklet.) **For some questions you may need to use the ruler. You may use a calculator at any time. You may use your test booklet or scratch paper for any writing you may have to do, but be sure to fill in the answers on your answer document.** (Point to this section.) **Are there any questions?**

Answer students' questions.

**SAY** **Notice that odd-numbered questions have answer choices labeled "A," "B," "C," and "D." The answer choices for even-numbered questions are labeled "F," "G," "H," and "J." If you decide to change your answer to a question, make sure you erase your first answer completely. Fill in only one answer for each question. When you have finished, you may check your work on this test. Does everyone understand what to do?**

Answer students' questions.

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

**SAY When you have finished, raise your hand and I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class]. Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.**

➡DIRECTIONS FOR ALL AUDIO TESTS STOP HERE AND CONTINUE ON PAGE 102 TOP➡

For all paper/pencil tests, students may start the test now.

**SAY You may start working now.**

➡DIRECTIONS FOR ALL PAPER/PENCIL TESTS CONTINUE ON PAGE 102 BOTTOM➡

**GRADE 8 SCIENCE AUDIO TESTS ONLY**

Make sure the students (1) know how to start, stop, advance, or rewind the tape and (2) understand they may do this as necessary during the test.

If the recording has not been advanced to the first test item, you or the student may now advance the recording to the narration of the first test item and then stop the tape until the directions below have been read.

**SAY Do not start working until I tell you to do so. After you have turned on your recording, advance the recording to the first test item. (Pause.) Does everyone know what to do?**

Answer any questions related to starting the tape at the first test item. Make sure the audio is set to start on the first test item.

**SAY Listen to the test items and read them to yourself as they are read.**

Remind students,

**SAY You may start, stop, advance, or rewind the audiotape as necessary during the test. Does everyone understand what to do?**

Pause.

**SAY You may turn on the recording and start working now.**

↓ **DIRECTIONS FOR ALL GRADE 8 SCIENCE PAPER/PENCIL TESTS (INCLUDING AUDIO)**  
**CONTINUE HERE ↓**

During test administration, monitor the testing process by moving as unobtrusively as possible about the room.

As students finish testing, collect all test materials (answer document, test booklets, and used scratch paper) from each individual student. Do not have students pass materials up or down the rows of desks or workstations.

Be sure to account for all test materials, including test booklets, answer documents, rulers, calculators, used scratch paper, audio tapes, and audio equipment, if applicable **before** students are moved to an alternate test site or dismissed from the test session.

After the test session is over, inspect the students' answer documents and organize the test materials for return to the STC as specified in SECTION 10, PAGE 103.

All test materials must be kept in a secure location until they are returned to the STC.

## 10. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

### ◀ PAPER/PENCIL TESTS ▶

#### 10.1 Inspect Answer Documents

Remember that the students' completed answer documents are secure test materials. They must be inspected and assembled in a location that is inaccessible to students and must be returned to your STC no later than the end of the school day on which the test was administered.

**NOTE:** If the testing session was concluded relatively late in the school day and you do not have time to prepare the answer documents as described in Section 10.2, return them to your STC at this time along with other test materials so that they can be counted and locked in a secure location overnight. Arrange with the STC to retrieve the answer documents on another school day so that you can inspect and assemble the answer documents for return.

After testing, you must make sure that the answer documents are undamaged and complete, and they contain all appropriate identification information. **Careful inspection of the students' answer documents will help prevent scoring delays.**

1. Inspect all answer documents for improper marks. **Marks made with ballpoint pen, felt-tipped pen, hard-lead, or colored pencils will not be scanned.** All marks to be read by the scanners must be very dark. **DO NOT ALTER THE STUDENT'S RESPONSE IN ANY WAY.**
2. Check the multiple-choice answer section. Stray marks must be completely erased. Scanning machines are extremely sensitive and can sometimes pick up stray marks and erasures as intended responses. When a student has made a change, make sure that the unwanted response is completely erased, but **DO NOT ALTER THE STUDENT'S RESPONSE IN ANY WAY.**
3. Remove any extraneous materials or loose sheets of paper from the stack of answer documents.
4. Check the demographic information:
  - a. Handwritten information in Field A should be legibly filled in with a No. 2 pencil. The student's name is required; however, as directed by your STC, you may be instructed to complete the other information in this field such as teacher, school, etc. Having all the information completed in Field A may be helpful if questions arise during the processing of the answer document.
  - b. If the answer document is submitted WITHOUT a Pre-ID label, Fields B through E, machine-scannable information (student's name, date of birth, gender, date of test, STI, etc.), must be accurately filled in with dark No. 2 pencil marks. Make sure all fields have been completed in which you have entered information.
  - c. Check each student's answer document to ensure that the correct form number of the test has been completed in Field F, Form and compare it to the form number on the student's test booklet or audiotape, if applicable. Failure to complete Field F accurately will result in an incorrect key being used to score the test.

If applicable, your STC will provide directions for completing Field H, Testing Status and Field I, Special Test Accommodations.
5. Inspect answer documents for damage. No tape, staples, coffee, paint, or other foreign objects or substances can be on the answer documents.

6. Answer documents that are not in good physical condition (bent corners, folds or wrinkles, clips, or staples) cannot be scanned by electronic machines. If such an answer document is found, inform your STC and, if permission is given, transcribe the student's multiple-choice answers and demographic information to a blank answer document. If such transcriptions are made:
  - a. Verify the accuracy of **all** transcriptions with another Examiner, teacher, or faculty member; however, **students' responses must not be altered in any way**.
  - b. Print the word "VOID" on the front demographic side of the original answer document and return it to your STC.

## 10.2 Organize Test Materials for Return to the STC

### 10.2.1 Verify test materials

All secure materials must be returned to the STC as soon as possible after the end of the testing session, **but not later than the end of the same school day on which the test was administered**.

As directed by your STC, assemble the following materials for return to the STC:

#### Test Materials

Verify that the number of test booklets and the Special Test Form Kits returned match the number you received initially and recorded on the *Assembly ID Sheet*:

- regular test booklets
- if applicable, Special Test Kits including
  - students' test booklets
  - examiner's copy of test booklets
  - accompanying Braille, large print, and/or regular audiotapes

Check test booklets to ensure students' answer documents are not included.

#### Answer Documents

Verify the following:

- There is a completed or partially completed answer document for each student that was administered the test, including answer documents for irregularities that required retesting.
- If applicable, there is an answer document for those students who were absent and did not take the test.
- The number of students tested, the number of completed answer documents, and the number of test booklets (identified with students' name), match the testing/classroom attendance roster.

### 10.2.2 Prepare answer documents (fall/spring administrations)

As directed by your STC, submit all used/marked answer documents as follows:

- Submit together answer documents for Regular and Special Test Forms, including answer documents for irregularities. Also, include answer documents for all students **not tested** in a classroom.

NOTE: As directed by your STC, complete the form number and testing status on the Grades 6, 7, and 8 Mathematics answer documents for students **not tested** in a classroom.



**10.2.3 Prepare answer documents (summer administration only)**

As directed by your STC, submit all Grade 8 Literacy or Numeracy used/marked answer documents as follows:

**Students From Schools Within Your Division**

- Answer documents for Term Graduates, Regular, and Special Test Forms should be submitted together. This includes answer documents for irregularities. Also, included answer documents for all students **not tested** in a classroom.

**Students From Schools Outside Your Division**

- Answer documents for Term Graduates, Regular, and Special Test Forms should be submitted together. This includes answer documents for irregularities. Also, include answer documents for all students **not tested** in a classroom.

**10.3 Return All Test Materials to the STC After Testing Is Completed**

After all materials are inspected and verified, return them to your STC. Return three separate groups of materials as follows:

- **Group 1—Scorable Secure Answer Documents:** All completed and partially completed answer documents, including answer documents for irregularities that require retesting as described in Section 10.2—Organize Test Materials for Return to the STC.  
**NOTE: No loose scratch paper should be included with the scorable answer documents. In the Spring administration, place the bundle of answer documents for Term Graduates on top of the stack.**
- **Group 2—Secure Test Materials:** All test booklets issued to you for the test session (include Braille and large-print examiner's copies and accompanying audiotapes).  
The STC will verify that you have returned all test materials and initial the "IN" column on the *Examiner's/Proctor's Test Booklet/Test Ticket Transmittal Form/Affidavit* or the "Kits Returned" column on the *Classroom Transmittal Document for Special Test Forms Kits* (Appendix F).
- **Group 3—Remaining Non-Scorable Materials:** The completed test booklets' package *Assembly ID Sheets*, unused and/or unmarked answer documents, damaged answer documents marked "VOID," scratch paper, and this manual.

**NOTE:** During the 2008-2009 test administrations, the *Examiner's Manuals* should be retained at the end of the fall testing period, as instructed by your STC, so that they may be reused in subsequent administrations.

**SECURITY CHECK**

**ALL TEST BOOKLETS, AUDIOTAPES, AND EXAMINER'S COPIES MUST BE ACCOUNTED FOR AND RETURNED TO YOUR STC.**

**10.4 Sign the *Examiner's/Proctor's Transmittal Form/Affidavit***

After the SOL Grade 6, 7, or 8 tests have been administered and materials returned to the STC, you are required to certify the following:

1. The tests have been administered according to the directions in the *Examiner's Manual*.
2. Test questions have not been reproduced in any way.
3. No inappropriate test preparation activities have been conducted.
4. Students' responses have not been altered in any way.

For this certification, the STC will provide you and any Proctors or Interpreters (if applicable) an *Examiner's/Proctor's Test Booklet/Test Ticket Transmittal Form/Affidavit* or *Classroom Transmittal Document for Special Test Forms Kits* (Appendix F) or another such transmittal/affidavit to sign.

➔ MAKE-UP TESTING: GO TO SECTION 11 ON PAGE 107 ➔

## **11. MAKE-UP TESTING**

Every student who is absent on the regular test date must be given an opportunity to take the missed test, provided the make-up sessions are within the testing window.

Your STC will provide you with information regarding the schedule for make-up testing sessions.

### **THANK YOU**

We appreciate your time and effort in participating in the SOL Assessments for Grades 6, 7, and 8.



**APPENDIX A**  
**VIRGINIA DEPARTMENT OF EDUCATION**  
**STANDARDS OF LEARNING ASSESSMENT PROGRAM**  
**2008-2009**

<b>TEST SECURITY GUIDELINES</b>
---------------------------------

Listed below are guidelines to assist those persons involved in the administration of the Virginia Standards of Learning (SOL) Assessments (paper and online) in determining what actions may compromise test security.

1. Students must never be exposed to unreleased test items or to the answers to unreleased test items before or following test administration. **Using unreleased test items in any form (including rewording of such test items) is STRICTLY PROHIBITED.** If in doubt whether test items have been released, contact the Division Director of Testing for verification.
2. All persons are prohibited from providing students with the answer to any unreleased test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after a test administration. This prohibition includes provision of clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including dry-erase boards, chalkboards, charts, and bulletin boards).
3. Examiners should receive test booklets/writing prompts only on the day of testing. Examiners are not to open sealed packages of writing prompts more than 30 minutes before the test session for the short paper component of the writing tests.
4. Examiners are not to improperly review test items or test booklets before, during, or after test administration. Examiners administering the paper multiple-choice SOL tests are not to look ahead in the test booklets.
5. Copying/printing/photographing **ALL OR ANY PART** of an SOL assessment or taking notes about the items included on an SOL assessment is **STRICTLY PROHIBITED**. As stated in the copyrights by the Commonwealth of Virginia Department of Education, testing materials may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording or by any information storage or retrieval systems.
6. All persons are prohibited from logging into TestNav™ (the Web-based application) posing as a student, current or fabricated, to view any SOL assessments. Only a student whose name appears on a Student Authorization Ticket is permitted to log in and take an online assessment (not applicable for *Writing* tests).
7. The tests must be administered strictly in accordance with the instructions outlined in the SOL assessment manuals. This includes following proper procedures for using test manipulatives. Directions that are to be read to the students must be read exactly as written.
8. No test item that will be scored to obtain students' test results may be used as a sample or practice item for learning how to select responses. Sample items are included in the SOL assessments to familiarize students with the format of the items and the procedures for selecting their answers.
9. All persons are prohibited from attempting to formally or informally score SOL assessments.
10. All Examiners, Proctors, or Interpreters using a Proctor Authorization Ticket to administer an online Read-Aloud assessment to students requiring this accommodation are prohibited from answering test questions in the Web-based assessment before, during, or after the administration of the test (not applicable for *Writing* tests).
11. All persons are prohibited from changing students' answers to test items whether by providing hints or clues during a test administration, correcting wrong answers during a test administration, or by erasing or correcting answers or responses recorded/selected by the student.
12. All known violations of test security procedures shall be reported by phone, fax, or in writing. Call (804) 225-2102 to report violations by phone. Fax violations to (804) 371-8978. Written reports must be signed by the person making the report, and addressed to the Division of Student Assessment and School Improvement, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120. The Virginia Department of Education will request an investigation of any test improprieties and implementation of an action plan as necessary. All corrective action plans must be submitted to the Division of Student Assessment and School Improvement.

**Please read legislation passed by the Virginia General Assembly (§22.1–19.1 Actions for violations of test security procedures and §22.1–292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.**

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Updated August 2008

## **Appendix A, continued**

**Please read legislation passed by the Virginia General Assembly (§22.1–19.1 Actions for violations of test security procedures and §22.1–292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.**

### **§ 22.1-19.1. Action for violations of test security procedures.**

A. The Office of the Attorney General, on behalf of the Board of Education, may bring a cause of action in the circuit court having jurisdiction where the person resides or where the act occurred for injunctive relief, civil penalty, or both, against any person who knowingly and willfully commits any of the following acts related to secure mandatory tests required by the Board to be administered to students:

1. Permitting unauthorized access to secure test questions prior to testing;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Altering test materials or examinees' responses in any way;
5. Creating or making available answer keys to secure tests;
6. Making a false certification on the test security form established by the Department of Education; or
7. Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.

For the purpose of this subsection, "secure" means an item, question, or test that has not been made publicly available by the Department of Education.

B. Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction or the Department of Education or their agents or employees engaged in test development or selection, test form construction, standard setting, test scoring, reporting test scores, or any other related activities which, in the judgment of the Superintendent of Public Instruction or Board of Education, are necessary and appropriate.

C. Any person who violates any provisions of this section may be assessed a civil penalty not to exceed \$1,000 for each violation. Furthermore, any person whose administrative or teaching license has been suspended or revoked pursuant to § 22.1-292.1 may be assessed a civil penalty for the same violation under this section and the reasonable costs of any review or investigation of a violation of test security.

All civil penalties paid to the Commonwealth pursuant to this section shall be deposited into the Literary Fund.

**This page may be photocopied.**

## **Appendix A, continued**

**Please read legislation passed by the Virginia General Assembly (§22.1–19.1 Actions for violations of test security procedures and §22.1–292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.**

### **§ 22.1-292.1. Violation of test security procedures; revocation of license.**

A. The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who commits any of the following acts knowingly and willfully with the intent to compromise secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Coaching or assisting examinees during testing or altering test materials or examinees' responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions; and
9. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgment of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.

C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 2.2-4000 et seq.) and § 22.1-298.1, governing the licensure of teachers.

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Appendix A, continued

STANDARDS OF LEARNING (SOL) ASSESSMENTS

**SCHOOL DIVISION PERSONNEL TEST SECURITY AGREEMENT  
(INCLUDING EXAMINERS/PROCTORS)**

Check Test Administration: ☐ Fall 2008 ☐ Spring 2009 ☐ Summer 2009

I acknowledge that I will have access to the Standards of Learning (SOL) Assessments for the purpose of administering a SOL test. I also acknowledge that I have read, understand, and agree to adhere to the *Test Security Guidelines* for the SOL test. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test to anyone.
2. I will not improperly review test items or test booklets/writing prompts, copy or take notes about any part of the test.
3. I will not allow access to the test materials to any student or to any other person not so authorized by the School Test Coordinator.
4. I will not alter students' responses in any way.
5. I will not provide answers to test items or any other improper assistance to students.
6. If serving as an Examiner for online Read-Aloud test sessions, I will not answer test questions in the Web-based assessment before, during, or after the administration of the test.
7. I understand my Login ID and password for the Virginia SOL Web-based Assessments are secure and must remain confidential.
8. I have read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations of test security procedures and § 22.1–292.1 Violation of test security procedures: revocation of license).
9. I understand that if test security procedures and guidelines are not followed, my license may be suspended or revoked or I may be assessed a civil penalty for each violation.

**Interpreters and all individuals involved in transcriptions of student responses must also read and sign the test security agreement.**

**Please be sure to print, sign, and return the *Test Security Agreement* (from the computer OR manual) to the appropriate test administrator before administering any SOL tests.**

Signed: \_\_\_\_\_

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

School: \_\_\_\_\_

Division: \_\_\_\_\_

Date: \_\_\_\_\_

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# APPENDIX B

## SAMPLE ANSWER DOCUMENT (Page 1 of 2)



2008 – 2009  
Answer Document

READING TEST  
GRADE 6

### Section 1

If this answer document is submitted WITH a Pre-ID label, any data in fields B through E will not be read by the scanner. Changes to student information must be made online within PEM Solutions.

If this answer document is submitted WITHOUT a Pre-ID label, fields B through E must be completed. Changes to student information after this document is submitted must be completed online within PEM Solutions.

Please see Section 2 for additional fields.

<b>A STUDENT NAME</b>				TEACHER			
SCHOOL				SCHOOL DIVISION			
GENDER	GRADE	DATE OF BIRTH	TEST DATE				

C DATE OF BIRTH		
MONTH	DAY	YEAR
<input type="radio"/> Jan		<input type="radio"/> 19
<input type="radio"/> Feb		<input type="radio"/> 20
<input type="radio"/> Mar	0 0	0 0
<input type="radio"/> Apr	1 1	1 1
<input type="radio"/> May	2 2	2 2
<input type="radio"/> Jun	3 3	3 3
<input type="radio"/> Jul	4	4 4
<input type="radio"/> Aug	5	5 5
<input type="radio"/> Sep	6	6 6
<input type="radio"/> Oct	7	7 7
<input type="radio"/> Nov	8	8 8
<input type="radio"/> Dec	9	9 9

B LAST NAME										FIRST NAME									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

D GENDER	
<input type="radio"/> Female	<input type="radio"/> Male

E STATE TESTING IDENTIFIER									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

JOHNSON, KYLE  
123-4567  
DOB: 01/01/1996  
ANY HIGH SCHOOL  
GRADE: 11  
123456789-1  
GENDER: M  
ETH: W  
DIS: XX  
LS: X  
LP: X  
SPRING 2008 NON-WRITING

PLEASE DO NOT WRITE IN THIS AREA																				SERIAL #
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>																				

## Appendix B

### SAMPLE ANSWER DOCUMENT (Page 2 of 2)

STUDENT NAME		2008 – 2009 READING TEST GRADE 6	
Last Name	First Name		

**Section 2:** Fields F and G must be completed. Fields H and I should be completed as needed.

**F READING FORM**

R			
	0	0	0
	1	1	1
	2	2	2
	3	3	3
	4	4	4
	5	5	5
	6	6	6
	7	7	7
	8	8	8
	9	9	9

**G TEST DATE**

MONTH	DAY	YEAR
<input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun <input type="radio"/> Jul <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec	20	

**H TESTING STATUS**  
Select Only One

1	4	5	6	7	8	9	11	15
---	---	---	---	---	---	---	----	----

**I SPECIAL TEST ACCOMMODATIONS**

1	4	5	6	8	9	13	14	15	16	17	18	21	22	23	27	B
---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	---

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### READING

SAMPLES

A A B C D

B F G H J

1 A B C D	16 F G H J	31 A B C D	46 F G H J
2 F G H J	17 A B C D	32 F G H J	47 A B C D
3 A B C D	18 F G H J	33 A B C D	48 F G H J
4 F G H J	19 A B C D	34 F G H J	49 A B C D
5 A B C D	20 F G H J	35 A B C D	50 F G H J
6 F G H J	21 A B C D	36 F G H J	51 A B C D
7 A B C D	22 F G H J	37 A B C D	52 F G H J
8 F G H J	23 A B C D	38 F G H J	53 A B C D
9 A B C D	24 F G H J	39 A B C D	54 F G H J
10 F G H J	25 A B C D	40 F G H J	55 A B C D
11 A B C D	26 F G H J	41 A B C D	
12 F G H J	27 A B C D	42 F G H J	
13 A B C D	28 F G H J	43 A B C D	
14 F G H J	29 A B C D	44 F G H J	
15 A B C D	30 F G H J	45 A B C D	

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

**SAMPLE ANSWER DOCUMENT**  
(Page 1 of 2)



2008 – 2009  
Answer Document

**MATHEMATICS TEST**  
**GRADE 6**

**Section 1**

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Please see Section 2 for additional fields.

<b>A STUDENT NAME</b>			<b>TEACHER</b>		
SCHOOL			SCHOOL DIVISION		
GENDER	GRADE	DATE OF BIRTH	TEST DATE		

DATE OF BIRTH		
MONTH	DAY	YEAR
<input type="radio"/> Jan		<input type="radio"/> 19
<input type="radio"/> Feb		<input type="radio"/> 20
<input type="radio"/> Mar	0 0	0 0
<input type="radio"/> Apr	1 1	1 1
<input type="radio"/> May	2 2	2 2
<input type="radio"/> Jun	3 3	3 3
<input type="radio"/> Jul	4 4	4 4
<input type="radio"/> Aug	5 5	5 5
<input type="radio"/> Sep	6 6	6 6
<input type="radio"/> Oct	7 7	7 7
<input type="radio"/> Nov	8 8	8 8
<input type="radio"/> Dec	9 9	9 9

B LAST NAME										FIRST NAME									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
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P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
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R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
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U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
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W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

D GENDER	
<input type="radio"/> Female	<input type="radio"/> Male

E STATE TESTING IDENTIFIER									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**PLACE PRE-ID  
LABEL HERE**

PLEASE DO NOT WRITE IN THIS AREA																			
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>																			
															<b>SERIAL #</b>				

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ISD7458

**SAMPLE ANSWER DOCUMENT**  
**(Page 2 of 2)**

STUDENT NAME	
Last Name	First Name

**2008 – 2009  
MATHEMATICS TEST  
GRADE 6**

**Section 2:** Fields F and G must be completed. Fields H and I should be completed as needed.

F		MATH FORM	
M			
	0	0	0
	1	1	1
	2	2	2
	3	3	3
	4		4
	5		5
	6		6
	7	7	7
	8		8
	9		9

G		TEST DATE	
MONTH	DAY	YEAR	
<input type="radio"/> Jan		20	
<input type="radio"/> Feb			
<input type="radio"/> Mar	0	0	0
<input type="radio"/> Apr	1	1	1
<input type="radio"/> May	2	2	2
<input type="radio"/> Jun	3	3	3
<input type="radio"/> Jul	4		4
<input type="radio"/> Aug	5		5
<input type="radio"/> Sep	6		6
<input type="radio"/> Oct	7		7
<input type="radio"/> Nov	8		8
<input type="radio"/> Dec	9		9

## H TESTING STATUS Select Only One

# 1 SPECIAL TEST ACCOMMODATIONS

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## MATHEMATICS

**SAMPLE**

**A** (A) (B) (C) (D)

- |    |   |   |   |   |
|----|---|---|---|---|
| 1  | A | B | C | D |
| 2  | F | G | H | J |
| 3  | A | B | C | D |
| 4  | F | G | H | J |
| 5  | A | B | C | D |
| 6  | F | G | H | J |
| 7  | A | B | C | D |
| 8  | F | G | H | J |
| 9  | A | B | C | D |
| 10 | F | G | H | J |
| 11 | A | B | C | D |
| 12 | F | G | H | J |
| 13 | A | B | C | D |
| 14 | F | G | H | J |
| 15 | A | B | C | D |
| 16 | F | G | H | J |
| 17 | A | B | C | D |
| 18 | F | G | H | J |
| 19 | A | B | C | D |
| 20 | F | G | H | J |
| 21 | A | B | C | D |
| 22 | F | G | H | J |
| 23 | A | B | C | D |
| 24 | F | G | H | J |
| 25 | A | B | C | D |
| 26 | F | G | H | J |
| 27 | A | B | C | D |
| 28 | F | G | H | J |
| 29 | A | B | C | D |
| 30 | F | G | H | J |
| 31 | A | B | C | D |
| 32 | F | G | H | J |
| 33 | A | B | C | D |
| 34 | F | G | H | J |
| 35 | A | B | C | D |
| 36 | F | G | H | J |
| 37 | A | B | C | D |
| 38 | F | G | H | J |
| 39 | A | B | C | D |
| 40 | F | G | H | J |
| 41 | A | B | C | D |
| 42 | F | G | H | J |
| 43 | A | B | C | D |
| 44 | F | G | H | J |
| 45 | A | B | C | D |
| 46 | F | G | H | J |
| 47 | A | B | C | D |
| 48 | F | G | H | J |
| 49 | A | B | C | D |
| 50 | F | G | H | J |
| 51 | A | B | C | D |
| 52 | F | G | H | J |
| 53 | A | B | C | D |
| 54 | F | G | H | J |
| 55 | A | B | C | D |
| 56 | F | G | H | J |
| 57 | A | B | C | D |
| 58 | F | G | H | J |
| 59 | A | B | C | D |
| 60 | F | G | H | J |

[illegible]

**SAMPLE ANSWER DOCUMENT**  
**(Page 1 of 2)**



**2008 – 2009**  
**Answer Document**

# READING TEST

## GRADE 7

## Section 1

**If this answer document is submitted WITH a Pre-ID label, any data in fields B through E will not be read by the scanner. Changes to student information must be made online within PEM Solutions.**

**If this answer document is submitted WITHOUT a Pre-ID label, fields B through E must be completed. Changes to student information after this document is submitted must be completed online within PEM Solutions.**


Please see Section 2 for additional fields.

A STUDENT NAME			TEACHER	
SCHOOL			SCHOOL DIVISION	
GENDER	GRADE	DATE OF BIRTH		TEST DATE

DATE OF BIRTH			
MONTH	DAY	YEAR	
<input type="radio"/> Jan		<input type="radio"/> 09	
<input type="radio"/> Feb		<input type="radio"/> 10	
<input type="radio"/> Mar	<input type="radio"/> 0		<input type="radio"/> 0
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<input type="radio"/> May	<input type="radio"/> 2		<input type="radio"/> 2
<input type="radio"/> Jun	<input type="radio"/> 3		<input type="radio"/> 3
<input type="radio"/> Jul	<input type="radio"/> 4		<input type="radio"/> 4
<input type="radio"/> Aug	<input type="radio"/> 5		<input type="radio"/> 5
<input type="radio"/> Sep	<input type="radio"/> 6		<input type="radio"/> 6
<input type="radio"/> Oct	<input type="radio"/> 7		<input type="radio"/> 7
<input type="radio"/> Nov	<input type="radio"/> 8		<input type="radio"/> 8
<input type="radio"/> Dec	<input type="radio"/> 9		<input type="radio"/> 9

<b>D</b>	<b>GENDER</b>
	<input type="radio"/> Female <input type="radio"/> Male

[illegible][illegible]

JOHNSON, 123-4567	KYLE ANY HIGH SCHOOL	DOB: 01/01/1995 GRADE: 11		123456789-1 GENDER: M	ETH: W	DIS: XX	LS: X	LP: X	STL: 0987654321
FALL 2008 NON-WRITING									

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #



**SAMPLE ANSWER DOCUMENT**  
**(Page 2 of 2)**

STUDENT NAME	
Last Name	First Name

**2008 – 2009  
READING TEST  
GRADE 7**

**Section 2:** Fields F and G must be completed. Fields H and I should be completed as needed.

F	READING FORM			
R				
	0	0		0
	1	1	1	1
	2	2	2	2
	3	3	3	3
	4	4		4
	5	5		5
	6	6		6
	7	7		7
	8	8		8
	9	9		9

G		TEST DATE	
MONTH	DAY	YEAR	
<input type="radio"/> Jan		20	
<input type="radio"/> Feb			
<input type="radio"/> Mar			
<input type="radio"/> Apr	0 0		0 0
<input type="radio"/> May	1 1		1 1
<input type="radio"/> Jun	2 2		2 2
<input type="radio"/> Jul	3 3		3 3
<input type="radio"/> Aug	4 4		4 4
<input type="radio"/> Sep	5 5		5 5
<input type="radio"/> Oct	6 6		6 6
<input type="radio"/> Nov	7 7		7 7
<input type="radio"/> Dec	8 8		8 8

**H** TESTING STATUS  
Select Only One

SPECIAL TEST ACCOMMODATIONS																			
1	4	5	6	8	9	13	14	15	16	17	18	21	22	23	27	30	31	32	33

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## READING

SAMPLES				
A	(A)	(B)	(C)	(D)
B	(F)	(G)	(H)	(J)

- |    |   |   |   |   |
|----|---|---|---|---|
| 1  | A | B | C | D |
| 2  | F | G | H | J |
| 3  | A | B | C | D |
| 4  | F | G | H | J |
| 5  | A | B | C | D |
| 6  | F | G | H | J |
| 7  | A | B | C | D |
| 8  | F | G | H | J |
| 9  | A | B | C | D |
| 10 | F | G | H | J |
| 11 | A | B | C | D |
| 12 | F | G | H | J |
| 13 | A | B | C | D |
| 14 | F | G | H | J |
| 15 | A | B | C | D |
| 16 | F | G | H | J |
| 17 | A | B | C | D |
| 18 | F | G | H | J |
| 19 | A | B | C | D |
| 20 | F | G | H | J |
| 21 | A | B | C | D |
| 22 | F | G | H | J |
| 23 | A | B | C | D |
| 24 | F | G | H | J |
| 25 | A | B | C | D |
| 26 | F | G | H | J |
| 27 | A | B | C | D |
| 28 | F | G | H | J |
| 29 | A | B | C | D |
| 30 | F | G | H | J |
| 31 | A | B | C | D |
| 32 | F | G | H | J |
| 33 | A | B | C | D |
| 34 | F | G | H | J |
| 35 | A | B | C | D |
| 36 | F | G | H | J |
| 37 | A | B | C | D |
| 38 | F | G | H | J |
| 39 | A | B | C | D |
| 40 | F | G | H | J |
| 41 | A | B | C | D |
| 42 | F | G | H | J |
| 43 | A | B | C | D |
| 44 | F | G | H | J |
| 45 | A | B | C | D |
| 46 | F | G | H | J |
| 47 | A | B | C | D |
| 48 | F | G | H | J |
| 49 | A | B | C | D |
| 50 | F | G | H | J |
| 51 | A | B | C | D |
| 52 | F | G | H | J |
| 53 | A | B | C | D |
| 54 | F | G | H | J |
| 55 | A | B | C | D |

<b>PLEASE DO NOT WRITE IN THIS AREA</b>	<input type="checkbox"/> ○○○○○○○○○○○○○○○○○○○○○○	<b>SERIAL #</b>
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**SAMPLE ANSWER DOCUMENT**  
(Page 1 of 2)



**2008 – 2009**  
**Answer Document**

# MATHEMATICS TEST

## GRADE 7

## Section 1

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Please see Section 2 for additional fields.

A STUDENT NAME			TEACHER	
SCHOOL			SCHOOL DIVISION	
GENDER	GRADE	DATE OF BIRTH		TEST DATE

DATE OF BIRTH		
MONTH	DAY	YEAR
<input type="radio"/> Jan		<input type="radio"/> 19
<input type="radio"/> Feb		<input type="radio"/> 20
<input type="radio"/> Mar	<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> Apr	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> May	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> Jun	<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> Jul	<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> Aug	<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> Sep	<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> Oct	<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> Nov	<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> Dec	<input type="radio"/> 9	<input type="radio"/> 9

<b>D</b>	<b>GENDER</b>
	<input type="radio"/> Female <input type="radio"/> Male

[illegible]

PLACE PRE-  
ID LABEL HERE

[illegible]

PLEASE DO NOT WRITE IN THIS AREA

[illegible]

SERIAL #

**SAMPLE ANSWER DOCUMENT**  
**(Page 2 of 2)**

STUDENT NAME	
Last Name	First Name

**2008 – 2009  
MATHEMATICS TEST  
GRADE 7**

**Section 2:** Fields F and G must be completed. Fields H and I should be completed as needed.

F	MATH FORM		
M			
	0	0	0
	1	1	1
	2	2	2
	3	3	3
	4	4	4
	5	5	5
	6	6	6
	7	7	7
	8	8	8
	9	9	9

G		TEST DATE		
MONTH	DAY	YEAR		
<input type="radio"/> Jan		20		
<input type="radio"/> Feb				
<input type="radio"/> Mar	0	0	0	
<input type="radio"/> Apr	1	1	1	
<input type="radio"/> May	2	2	2	
<input type="radio"/> Jun	3	3	3	
<input type="radio"/> Jul	4	4	4	
<input type="radio"/> Aug	5	5	5	
<input type="radio"/> Sep	6	6	6	
<input type="radio"/> Oct	7	7	7	
<input type="radio"/> Nov	8	8	8	
<input type="radio"/> Dec	9	9	9	

## H TESTING STATUS Select Only One

# 1 SPECIAL TEST ACCOMMODATIONS

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## MATHEMATICS

**SAMPLE**  
**A** (A) (B) (C) (D)

- |    |   |   |   |   |
|----|---|---|---|---|
| 1  | A | B | C | D |
| 2  | F | G | H | J |
| 3  | A | B | C | D |
| 4  | F | G | H | J |
| 5  | A | B | C | D |
| 6  | F | G | H | J |
| 7  | A | B | C | D |
| 8  | F | G | H | J |
| 9  | A | B | C | D |
| 10 | F | G | H | J |
| 11 | A | B | C | D |
| 12 | F | G | H | J |
| 13 | A | B | C | D |
| 14 | F | G | H | J |
| 15 | A | B | C | D |
| 16 | F | G | H | J |
| 17 | A | B | C | D |
| 18 | F | G | H | J |
| 19 | A | B | C | D |
| 20 | F | G | H | J |
| 21 | A | B | C | D |
| 22 | F | G | H | J |
| 23 | A | B | C | D |
| 24 | F | G | H | J |
| 25 | A | B | C | D |
| 26 | F | G | H | J |
| 27 | A | B | C | D |
| 28 | F | G | H | J |
| 29 | A | B | C | D |
| 30 | F | G | H | J |
| 31 | A | B | C | D |
| 32 | F | G | H | J |
| 33 | A | B | C | D |
| 34 | F | G | H | J |
| 35 | A | B | C | D |
| 36 | F | G | H | J |
| 37 | A | B | C | D |
| 38 | F | G | H | J |
| 39 | A | B | C | D |
| 40 | F | G | H | J |
| 41 | A | B | C | D |
| 42 | F | G | H | J |
| 43 | A | B | C | D |
| 44 | F | G | H | J |
| 45 | A | B | C | D |
| 46 | F | G | H | J |
| 47 | A | B | C | D |
| 48 | F | G | H | J |
| 49 | A | B | C | D |
| 50 | F | G | H | J |
| 51 | A | B | C | D |
| 52 | F | G | H | J |
| 53 | A | B | C | D |
| 54 | F | G | H | J |
| 55 | A | B | C | D |
| 56 | F | G | H | J |
| 57 | A | B | C | D |
| 58 | F | G | H | J |
| 59 | A | B | C | D |
| 60 | F | G | H | J |

[illegible]



# Appendix B

## SAMPLE ANSWER DOCUMENT (Page 1 of 2)



2008 – 2009  
Answer Document

READING TEST  
GRADE 8

### Section 1

If this answer document is submitted WITH a Pre-ID label, any data in fields B through E will not be read by the scanner. Changes to student information must be made online within PEM Solutions.

If this answer document is submitted WITHOUT a Pre-ID label, fields B through E must be completed. Changes to student information after this document is submitted must be completed online within PEM Solutions.

Please see Section 2 for additional fields.

<b>A STUDENT NAME</b>				<b>TEACHER</b>			
SCHOOL				SCHOOL DIVISION			
GENDER	GRADE	DATE OF BIRTH	TEST DATE				

DATE OF BIRTH		
MONTH	DAY	YEAR
<input type="radio"/> Jan		<input type="radio"/> 19
<input type="radio"/> Feb		<input type="radio"/> 20
<input type="radio"/> Mar	0 0	0 0
<input type="radio"/> Apr	1 1	1 1
<input type="radio"/> May	2 2	2 2
<input type="radio"/> Jun	3 3	3 3
<input type="radio"/> Jul	4 4	4 4
<input type="radio"/> Aug	5 5	5 5
<input type="radio"/> Sep	6 6	6 6
<input type="radio"/> Oct	7 7	7 7
<input type="radio"/> Nov	8 8	8 8
<input type="radio"/> Dec	9 9	9 9

GENDER	
<input type="radio"/> Female	<input type="radio"/> Male

STATE TESTING IDENTIFIER									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

LAST NAME										FIRST NAME									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

JOHNSON, KYLE  
1234567 ANY HIGH SCHOOL  
DOB: 01/01/1994  
GRADE: 11  
STI: 0987654321  
GENDER: M ETH: W DIS: XX LS: X LP: X  
123456789-1  
FALL 2008 NON-WRITING

PLEASE DO NOT WRITE IN THIS AREA																				SERIAL #
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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**SAMPLE ANSWER DOCUMENT**  
**(Page 2 of 2)**

STUDENT NAME	
Last Name	First Name

**2008 – 2009  
READING TEST  
GRADE 8**

**Section 2:** Fields F and G must be completed. Fields H and I should be completed as needed.

F	READING FORM			
R				
	0	0		0
	1	1	1	1
	2	2	2	2
	3	3	3	3
	4		4	
	5	5	5	
	6	6	6	
	7	7	7	
	8		8	
	9	9		9

G	TEST DATE		
	MONTH	DAY	YEAR
<input type="radio"/> Jan			20
<input type="radio"/> Feb			
<input type="radio"/> Mar	0	0	0
<input type="radio"/> Apr	1	1	1
<input type="radio"/> May	2	2	2
<input type="radio"/> Jun	3	3	3
<input type="radio"/> Jul		4	4
<input type="radio"/> Aug		5	5
<input type="radio"/> Sep		6	6
<input type="radio"/> Oct		7	7
<input type="radio"/> Nov		8	8
<input type="radio"/> Dec		9	9

## H TESTING STATUS Select Only One

SPECIAL TEST ACCOMMODATIONS																			
1	4	5	6	8	9	13	14	15	16	17	18	21	22	23	27	E			

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## READING

[illegible][illegible]

**SAMPLE ANSWER DOCUMENT**  
**(Page 1 of 2)**



**2008 – 2009**  
**Answer Document**

# MATHEMATICS TEST

## GRADE 8

## Section 1

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**If this answer document is submitted WITHOUT a Pre-ID label, fields B through E must be completed. Changes to student information after this document is submitted must be completed online within PEM Solutions.**

Please see Section 2 for additional fields.

A STUDENT NAME			TEACHER	
SCHOOL			SCHOOL DIVISION	
GENDER	GRADE	DATE OF BIRTH		TEST DATE

DATE OF BIRTH	
MONTH	DAY YEAR
<input type="radio"/> Jan	<input type="radio"/> 19
<input type="radio"/> Feb	<input type="radio"/> 20
<input type="radio"/> Mar	<input type="radio"/> 00
<input type="radio"/> Apr	<input type="radio"/> 01
<input type="radio"/> May	<input type="radio"/> 02
<input type="radio"/> Jun	<input type="radio"/> 03
<input type="radio"/> Jul	<input type="radio"/> 04
<input type="radio"/> Aug	<input type="radio"/> 05
<input type="radio"/> Sep	<input type="radio"/> 06
<input type="radio"/> Oct	<input type="radio"/> 07
<input type="radio"/> Nov	<input type="radio"/> 08
<input type="radio"/> Dec	<input type="radio"/> 09

<b>D</b>	<b>GENDER</b>
	<input type="radio"/> Female <input type="radio"/> Male

[illegible]

PLACE PRE-  
ID LABEL HERE

[illegible]

PLEASE DO NOT WRITE IN THIS AREA

[illegible]

SERIAL #

**SAMPLE ANSWER DOCUMENT**  
**(Page 2 of 2)**

STUDENT NAME	
Last Name	First Name

**2008 – 2009  
MATHEMATICS TEST  
GRADE 8**

**Section 2:** Fields F and G must be completed. Fields H and I should be completed as needed.

**F**  
**MATH FORM**  

M									
	0	0		0					
	1	1		1		1	1		
	2	2		2		2	2		
	3	3		3		3	3		
	4	4		4					
	5	5		5					
	6	6		6					
	7	7		7					
	8	8		8					
	9	9		9					

**G**  
**TEST DATE**  

MONTH	DAY	YEAR
<input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun <input type="radio"/> Jul <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec	<div style="font-size: 2em; font-weight: bold;">20</div>	<div style="font-size: 2em; font-weight: bold;">20</div>

**H**  
**TESTING STATUS**  
Select Only One  

14 5 6 7 8 915

**I**  
**SPECIAL TEST ACCOMMODATIONS**  

14 5 68 9 10 11 12 1317 18 1921 22 2327 28A B

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**MATHEMATICS**

**SAMPLE**  
**A** ☐ **A** ☐ **B** ☐ **C** ☐ **D**

11 ☐ A ☐ B ☐ C ☐ D

12 ☐ F ☐ G ☐ H ☐ J

13 ☐ A ☐ B ☐ C ☐ D

14 ☐ F ☐ G ☐ H ☐ J

15 ☐ A ☐ B ☐ C ☐ D

26 ☐ F ☐ G ☐ H ☐ J

27 ☐ A ☐ B ☐ C ☐ D

28 ☐ F ☐ G ☐ H ☐ J

29 ☐ A ☐ B ☐ C ☐ D

30 ☐ F ☐ G ☐ H ☐ J

41 ☐ A ☐ B ☐ C ☐ D

42 ☐ F ☐ G ☐ H ☐ J

43 ☐ A ☐ B ☐ C ☐ D

44 ☐ F ☐ G ☐ H ☐ J

45 ☐ A ☐ B ☐ C ☐ D

56 ☐ F ☐ G ☐ H ☐ J

57 ☐ A ☐ B ☐ C ☐ D

58 ☐ F ☐ G ☐ H ☐ J

59 ☐ A ☐ B ☐ C ☐ D

60 ☐ F ☐ G ☐ H ☐ J

1 ☐ A ☐ B ☐ C ☐ D

2 ☐ F ☐ G ☐ H ☐ J

3 ☐ A ☐ B ☐ C ☐ D

4 ☐ F ☐ G ☐ H ☐ J

5 ☐ A ☐ B ☐ C ☐ D

16 ☐ F ☐ G ☐ H ☐ J

17 ☐ A ☐ B ☐ C ☐ D

18 ☐ F ☐ G ☐ H ☐ J

19 ☐ A ☐ B ☐ C ☐ D

20 ☐ F ☐ G ☐ H ☐ J

31 ☐ A ☐ B ☐ C ☐ D

32 ☐ F ☐ G ☐ H ☐ J

33 ☐ A ☐ B ☐ C ☐ D

34 ☐ F ☐ G ☐ H ☐ J

35 ☐ A ☐ B ☐ C ☐ D

46 ☐ F ☐ G ☐ H ☐ J

47 ☐ A ☐ B ☐ C ☐ D

48 ☐ F ☐ G ☐ H ☐ J

49 ☐ A ☐ B ☐ C ☐ D

50 ☐ F ☐ G ☐ H ☐ J

61 ☐ A ☐ B ☐ C ☐ D

62 ☐ F ☐ G ☐ H ☐ J

63 ☐ A ☐ B ☐ C ☐ D

64 ☐ F ☐ G ☐ H ☐ J

65 ☐ A ☐ B ☐ C ☐ D

66 ☐ F ☐ G ☐ H ☐ J

67 ☐ A ☐ B ☐ C ☐ D

68 ☐ F ☐ G ☐ H ☐ J

69 ☐ A ☐ B ☐ C ☐ D

70 ☐ F ☐ G ☐ H ☐ J

66 ☐ F ☐ G ☐ H ☐ J

67 ☐ A ☐ B ☐ C ☐ D

68 ☐ F ☐ G ☐ H ☐ J

69 ☐ A ☐ B ☐ C ☐ D

70 ☐ F ☐ G ☐ H ☐ J

**CUMULATIVE TEST ONLY**

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☐



**SAMPLE ANSWER DOCUMENT**  
(Page 1 of 2)



2008 – 2009  
Answer Document

**SCIENCE TEST**  
**GRADE 8**

**Section 1**

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If this answer document is submitted **WITHOUT** a Pre-ID label, fields B through E must be completed. Changes to student information after this document is submitted must be completed online within PEM Solutions.

Please see Section 2 for additional fields.

<b>A STUDENT NAME</b>				<b>TEACHER</b>			
SCHOOL				SCHOOL DIVISION			
GENDER	GRADE	DATE OF BIRTH	TEST DATE				

<b>C DATE OF BIRTH</b>		
MONTH	DAY	YEAR
<input type="radio"/> Jan		<input type="radio"/> 19
<input type="radio"/> Feb		<input type="radio"/> 20
<input type="radio"/> Mar	0 0	0 0
<input type="radio"/> Apr	1 1	1 1
<input type="radio"/> May	2 2	2 2
<input type="radio"/> Jun	3 3	3 3
<input type="radio"/> Jul	4 4	4 4
<input type="radio"/> Aug	5 5	5 5
<input type="radio"/> Sep	6 6	6 6
<input type="radio"/> Oct	7 7	7 7
<input type="radio"/> Nov	8 8	8 8
<input type="radio"/> Dec	9 9	9 9

<b>D GENDER</b>
<input type="radio"/> Female <input type="radio"/> Male

<b>E STATE TESTING IDENTIFIER</b>									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

<b>B LAST NAME</b>										<b>FIRST NAME</b>									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

PLACE PRE-ID  
LABEL HERE

PLEASE DO NOT WRITE IN THIS AREA

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

**SERIAL #**

## Appendix B

### SAMPLE ANSWER DOCUMENT (Page 2 of 2)

STUDENT NAME		2008 – 2009 SCIENCE TEST GRADE 8
Last Name	First Name	

**Section 2:** Fields F and G must be completed. Fields H and I should be completed as needed.

**F SCIENCE FORM**

**S**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**G TEST DATE**

MONTH	DAY	YEAR
<input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun <input type="radio"/> Jul <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec	<div style="font-size: 24pt; font-weight: bold;">20</div>	

**H TESTING STATUS**  
Select Only One

1	4	5	6	7	8	9	15
---	---	---	---	---	---	---	----

**I SPECIAL TEST ACCOMMODATIONS**

1	4	5	6	8	9	10	11	12	13	17	18	19	21	22	23	27	28	B
---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	---

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Printed in the United States of America.

### SCIENCE

**SAMPLE**

**A** A B C D

1 A B C D	16 F G H J	31 A B C D	46 F G H J
2 F G H J	17 A B C D	32 F G H J	47 A B C D
3 A B C D	18 F G H J	33 A B C D	48 F G H J
4 F G H J	19 A B C D	34 F G H J	49 A B C D
5 A B C D	20 F G H J	35 A B C D	50 F G H J
6 F G H J	21 A B C D	36 F G H J	51 A B C D
7 A B C D	22 F G H J	37 A B C D	52 F G H J
8 F G H J	23 A B C D	38 F G H J	53 A B C D
9 A B C D	24 F G H J	39 A B C D	54 F G H J
10 F G H J	25 A B C D	40 F G H J	55 A B C D
11 A B C D	26 F G H J	41 A B C D	56 F G H J
12 F G H J	27 A B C D	42 F G H J	57 A B C D
13 A B C D	28 F G H J	43 A B C D	58 F G H J
14 F G H J	29 A B C D	44 F G H J	59 A B C D
15 A B C D	30 F G H J	45 A B C D	60 F G H J

PLEASE DO NOT WRITE IN THIS AREA

☐

SERIAL #

## APPENDIX C

### ***DIRECTIONS FOR STUDENT COMPLETION OF DEMOGRAPHIC INFORMATION ON ANSWER DOCUMENT IF PRE-ID LABELS ARE NOT USED***

**DIRECTIONS:** If you do not have Pre-ID labels for the SOL Grade 6, 7, or 8 test answer documents, and you have been instructed by your STC to have students complete FIELDS B through D before or during the testing session, then you should read the following directions to students.

**SAY Today you are going to complete only the demographic information for the Grade [6, 7, or 8 (subject area)] test on your answer document in Fields B through D.**

Before distributing answer documents to students make sure that all desks/workstations are clear of books and all other materials. See that each student has two sharpened soft-lead (No.2) pencils with erasers.

**SAY I will give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do. Do not fill in any boxes except the ones I tell you to fill in. Some of the boxes may be left blank.**

Distribute the answer documents with the Section 1 side facing up.

**SAY In Field B, find the box that contains areas labeled “Last Name,” and “First Name.” In the area labeled “Last Name,” print your last name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.**

Give help as needed. When all students have finished,

**SAY Now, in the area labeled “First Name,” print your first name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.**

Give help as needed. When all students have finished,

**SAY Now, fill in the matching circle beneath each letter in your name. Be sure you fill in only one circle for each letter. Does anyone have a question?**

Give help as needed. After students have finished,

**SAY Now find Field C, which is labeled “Date of Birth.” In the area labeled “Month,” find the circle for the month of your birthday and fill it in.**

After students have finished,

**SAY The next area is labeled “Day.” In the boxes, write the date on which you were born, entering one number in each box. For example, if your birthday is between the 1st and the 9th of the month, you would write “0” in the first box and the correct number in the second box. Does anyone have a question?**

Answer all questions. When everyone has finished,

**SAY Now beneath each box, fill in the circle that has the same number that you wrote in the box.**

## Appendix C, continued

After students have finished,

**SAY** The next area is labeled “Year.” Fill in the circle next to “19.” In the next boxes, write the last two digits of the year in which you were born. Then fill in the circles for these two digits.

Give help as needed.

**SAY** Now find Field D, which is labeled “Gender.” Fill in the circle next to “Female” if you are a female or the circle next to “Male” if you are a male.

Give help as needed.

**SAY** Now look at the back side of your answer document. (Demonstrate.) Find the top two boxes labeled “Last Name” and “First Name.” (Point.) Print your last name in the first box. Print your first name in the second box.

Give help as needed. After students have finished,

**SAY** Field F, Form, and Field G, Test Date, will be completed during the actual testing session. Do not fill in the fields that are labeled with the letters H or I. Do you have any questions?

Answer students’ questions.

Collect answer documents and keep them in a secure location until testing begins.

**NOTE:** As directed by your STC, Field E, the student’s State Testing Identifier, must be completed by you or a designated adult to ensure accuracy.



## APPENDIX D STANDARDS OF LEARNING ASSESSMENTS

### ***SPECIAL TEST ACCOMMODATIONS***

**Directions:** Before testing, the Examiner should become familiar with special test accommodations specified in students' IEPs, 504 management plans, or *LEP Student Assessment Participation Plans*, and coordinate with the STC how accommodations will be met during the testing session. Questions about whether accommodations not listed in this manual are permissible should be directed to the STC.

For additional information, refer to the *Procedures for Participation of Students with Disabilities in Virginia's Accountability System*:

[www.doe.virginia.gov/VDOE/Assessment/home.shtml](http://www.doe.virginia.gov/VDOE/Assessment/home.shtml)

### **Additional materials required for testing accommodations**

Some accommodations require additional materials and supplies for test administration. It is important to review students' IEPs, 504 management plans, or *LEP Student Assessment Participation Plans* to identify necessary materials or devices in advance of the test dates. Examiners conducting a read aloud administration MUST ensure that the test booklets used have IDENTICAL form numbers so that the Examiner and student(s) are viewing the same test items. For students who will be using audiotapes that accompany the Braille, large-print, or regular versions of a test, they will need tape recorders, preferably one for each student. Other students may require magnification aids or a Braillewriter, depending on what their IEPs or 504 management plans specify.

The school division must supply enlarged copies of the answer documents if they are required by students.

### **Audiotaping**

Some accommodations require that the test administration be audiotaped. These accommodations include:

- read-aloud administration (must be recorded **or** proctored)
- Examiner/Proctor records students' answers for students who must dictate answers because they are unable to mark the regular answer document; or students who respond verbally

For students with such accommodations specified in their IEPs, 504 management plans, or *LEP Student Assessment Participation Plans*, arrange for the test administration to be audiotaped.

### **Assistance with Directions**

The Examiner may make modifications as needed to the specific directions for administering a test to ensure that students taking the Braille, large-print, and/or audiotape versions of the test understand the testing procedures. For example, tell students they do not need to read or pay attention to the copyright notice that appears in the Braille version and is read at the beginning of audiotapes.

Assistance with directions may include reading directions to students, simplifying directions, clarifying directions, or writing directions. The Examiner may simplify directions by restating the directions using more familiar or clearly understood terminology. The Examiner also may clarify directions by answering questions from the students about the test directions related to the mechanics of the test.

## **Appendix D, continued**

An accommodation may require that the Examiner provide a copy of the directions for the student to reference during testing. Directions may be copied from either the student's test booklet or this manual. The directions may be written on the classroom's dry-erase board or chalkboard, displayed on an overhead projector, or copied onto individual sheets of paper. Again, special care must be taken when assisting with directions so as not to lead the students to correct responses.

### **Interpreters**

For some accommodations, interpreters may be required during the testing session. Interpreters are required when students' IEPs or 504 management plans specify that the student needs to have test items or directions interpreted by signing or transliteration in order to participate. Interpreters must also sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* (Appendix A).

### **Interpreting Directions**

Assistance with directions may include interpreting the test directions through signing or transliterations. Hearing-impaired students who normally communicate in an alternative or manual method may be provided an educational interpreter to interpret test directions or to answer questions concerning test instructions or procedures. The Examiner must be present for the testing session and read aloud the test directions as presented in the manual so that they can be communicated in the alternative or manual method by the educational interpreter. The student must direct any questions to the Examiner, and the Examiner's response must be communicated by the educational interpreter. The interpreter should also communicate sample questions that are read aloud as part of the test directions.

### **Interpreting (e.g., Signing, Transliteration) Test Items**

An interpreted (e.g., signing, transliteration) test administration must be proctored by appropriate school personnel. The interpreter must be very careful when interpreting the test items so as not to lead the student to a correct answer by facial expression or by repeating any part of the test that is not specifically requested by the student.

The Test Examiner and the Proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification shall be retained on file in the office of the DDOT until scores are received and verified.

### **Read-aloud Accommodation on the Reading Assessment Only**

The read-aloud accommodation on the statewide reading assessments is allowed only for students with a visual impairment, including blindness, and those students with a specific disability that severely limits or prevents them from decoding text at any level of difficulty. This determination should be based on a diagnostic tool or instrument that was administered by a certified authority. Students with disabilities who are simply having difficulty reading text and/or are reading below grade-level are not allowed the read-aloud accommodation on the statewide reading assessments.

### **Read-aloud Administration**

Students with disabilities or LEP students who have the accommodation of having the test read to them will use the same form as other students in their classroom. Examiners conducting a read-aloud administration MUST ensure that the students' test booklets have IDENTICAL form numbers on the front covers, so that the Examiner and student(s) are viewing the same test items.

## Appendix D, continued

**A read-aloud administration must be recorded or proctored.** The taped record of the entire testing session shall be retained on file and secure in the office of the DDOT until scores are received and verified. If proctored, the Test Examiner and Proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification must be retained on file and secure in the office of the DDOT until scores have been received and verified.

Special attention must be given to the IEP, 504 Management Plan or *LEP Student Assessment Participation Plan* for specific accommodations regarding reading the test aloud. For example, a student's accommodation may require the entire test to be read orally or may require having words, questions, or sentences read orally only when requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The audiotape provides a taped version of the test instructions and test items. A regular-print, large-print, Braille, or regular version of the test should be used in conjunction with reading the test aloud in order to provide the student multi-sensory stimulation. Test items must be read in English.

The Examiner must be very careful when reading the test aloud so that he/she does not lead the student to a correct response by intonation or by repeating any part of the test that is not specifically requested by the student. **Prior to reading aloud a test item, take a moment to review the item so that the answer is not inadvertently given to the student. Depending on the content of the test item, you may need to read aloud "Broad RD." as "Broad R-d period." Similarly, you may need to read the number 3,254 as "three comma two five four."**

For more detailed information, refer to the *Virginia Standards of Learning Assessments Guidelines for Administering the Read-Aloud Accommodation* at

**[www.doe.virginia.gov/VDOE/Assessment/Assess.PDF/readaloudguidelines.pdf](http://www.doe.virginia.gov/VDOE/Assessment/Assess.PDF/readaloudguidelines.pdf)**

### Transcription of Students' Answers

**NOTE:** Prior approval must be obtained from the STC to conduct a transcription of student(s) answers. The accommodation for transcribing students' test responses onto an answer document is **only** available for students as stated in their IEPs, 504 management plans, or *LEP Student Assessment Participation Plans*. A student's responses to the multiple-choice and short paper component must be transcribed to the regular answer document by a school official if the student's answers were:

- recorded on Braille paper or on an enlarged copy of the answer document,
- dictated to an Examiner/Proctor and audiotaped, or
- marked directly in the test booklet.

The transcription must be verified by a second school official to ensure that no errors occurred. Proctors may transcribe or verify the transcription. Other adults in the school can also transcribe responses or verify responses without formal training as a Proctor. However, the same individual should transcribe the entire response. An alert will be triggered if a response appears with more than one individual's hand writing. **NOTE: The students' responses must not be altered in any way.**

Transcriptions must be completed as soon as possible after the test has been administered. Remember that an answer document is considered to be secure once a student's answers have been recorded on it. Therefore, the answer documents must be kept in locked storage when not in use during an actual testing session.

## Appendix D, continued

The student's Braille responses, an enlarged copy of the answer document, or an audiotape of the student's responses shall be retained on file and secure in the office of the DDOT until scores are received and verified. However, the marked test booklet should be returned with all other non-scorable secure materials to Pearson.

### **Using Audiotapes that Accompany Braille, Large-Print, or Regular-print Versions of the Test**

**NOTE: Only use the audiotape accompanying the Braille or large-print test forms if the student has use of an audiotape as an accommodation on her/his current IEP or 504 Management Plan.**

Before test administration, check tape recorders to be sure they will work correctly during test administration. Check the labels of the audiotapes to see that the subject area and test form number match the Braille, large-print, or regular-print test booklets.

In each set of specific directions for administering a subject area test, listen for an indication of a **NOTE** box that will advise exactly when to begin playing an audiotape. On the audiotape, the narrator reads the directions and the sample questions but does not refer to the answer document or how to enter answers. As stated in the manual, the Test Examiner must follow directions and read aloud specific directions to the student for audio forms. **Students may pause or stop a tape as necessary during the test to follow its contents and keep up with the narration.** So that students may stop the tape as they need to, it is best to have an individual tape and tape recorder for each student using an audiotape version.

## APPENDIX E

### Special Test Accommodations Codes—Grades 6 and 7 Non-Writing Tests

Reading		Mathematics (including Plain English Mathematics)		Available for Online Testing	Answer document circle number	
		LEP	SWD			
•	•	•	•	•	1	flexible schedule (includes breaks during test and multiple test sessions); for online, breaks during test within one school day.
					2	group size
					3	environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
•	•	•	•	•	4	visual aids (e.g., magnifying glass, templates to show only one item at a time); for online, large computer monitor, screen magnifier
L	•	L	•	•	5	amplification equipment (e.g., hearing aid or auditory trainer)
L	•	L	•		6	large-print test
					7	assistance with directions (i.e., simplifying or clarifying directions)
L	•	L	•		8	increased size of answer circles (e.g., enlarged copy of answer document)
L	•	L	•		9	Braille test/Braille answer document
		•	•	•	10	reading in English of test items (except for <i>Reading</i> test). If IEP calls for the <i>Reading</i> test aloud, see # 14.
		•	•	•	11	audiotape version of test items (except for <i>Reading</i> test). If IEP calls for using audiotape version of test see # 15.
		L	•	•	12	interpreting (e.g., signing, transliteration) test items (except for <i>Reading</i> test). If plan calls for interpreting the <i>Reading</i> test, see # 16.
L	•	L	•		13	communication board/pictorial presentation
•	•			•	14	reading test items in English on the <i>Reading</i> test
•	•			•	15	using audiotape version of the <i>Reading</i> test
L	•			•	16	interpreting (e.g., signing, transliteration) test items on the <i>Reading</i> test
•	S	•	S	•	17	bilingual dictionary
•	•	•	•	•	18	mark in test booklet or student responds verbally; for online, student responds verbally
		L	•	•	19	math aids (e.g., abacus, manipulatives)
					20	large diameter pencil, special pencil, pencil grip
L	•	L	•		21	respond by word processor, typewriter, Braille
L	•	L	•		22	augmentative communication device
L	•	L	•	•	23	spelling aids: spelling checker, spelling dictionary
					24	tape recorder (pre-writing only)
					25	dictation in English to a scribe (short paper component only)
		L	•	•	26	use of calculator or arithmetic tables (grades 3, 4, 5, 6, and 7 math computation on the section of the test that does not allow a calculator)
•	•	•	•	•	27	other (must obtain prior approval from VDOE)
		L	•	•	28	calculator with additional functions to those routinely supplied to all students
		•	•	•	A	<i>Plain English Mathematics</i> Test
•	•	•	•	•	B	other – must obtain prior approval from VDOE

Black squares in either column indicate accommodations that are not available for these tests.

**S** Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT COMPLETE.

**L** Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT COMPLETE.

**•** These accommodations are available as needed.

||||| These accommodations are available to all students as needed.

These accommodations are NOT available or NOT applicable with online testing.

Revised 10/08

# Appendix E, continued

## Special Test Accommodations Codes Grade 8 Non-Writing Tests

Reading		Mathematics (including Plain English Mathematics) and Science		Available for Online Testing	Answer document circle number	
LEP	SWD	LEP	SWD			
•	•	•	•	•	1	flexible schedule (includes breaks during test and multiple test sessions); for online, breaks during test within one school day.
					2	group size
					3	Environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
•	•	•	•	•	4	visual aids (e.g., magnifying glass, templates to show only one item at a time); for online, large computer monitor, screen magnifier
L	•	L	•	•	5	amplification equipment (e.g., enlarged copy of answer document)
L	•	L	•		6	large-print test
					7	Assistance with directions (i.e., simplifying or clarifying directions)
L	•	L	•		8	Increased size of answer circles (e.g., enlarged copy of answer document)
L	•	L	•		9	Braille test/Braille answer document
		•	•	•	10	reading in English of test items (except for <i>Reading</i> test). If IEP calls for reading the <i>Reading</i> test aloud, see # 14.
		•	•	•	11	audiotape version of test items (except for <i>Reading</i> test). If IEP calls for audiotape version of test, see # 15.
		L	•	•	12	interpreting (e.g., signing, transliteration) test items (except for <i>Reading</i> test). If plan calls for interpreting the <i>Reading</i> test, see # 16.
L	•	L	•		13	communication board/pictorial presentation
•	•				14	reading test items in English on the <i>Reading</i> test
•	•				15	using audiotape version of the <i>Reading</i> test
L	•				16	interpreting (e.g., signing, transliteration) test items on the <i>Reading</i> test
•	S	•	S	•	17	bilingual dictionary
•	•	•	•	•	18	mark in test booklet or student responds verbally; for online, student responds verbally
		L	•	•	19	math aids (e.g., abacus, manipulatives)
					20	large diameter pencil, special pencil, pencil grip
L	•	L	•		21	respond by word processor, typewriter, Braille
L	•	L	•		22	augmentative communication device
L	•	L	•	•	23	spelling aids: spelling checker, spelling dictionary
					24	tape recorder (pre-writing only)
					25	dictation in English to a scribe (short paper component only)
					26	use of calculator or arithmetic tables (grades 3, 4, 5, 6, and 7 math computation on the section of the test that does not allow a calculator)
•	•	•	•	•	27	other (must obtain prior approval from VDOE)
		L	•	•	28	calculator with additional functions to those routinely supplied to all students
		•	•	•	A	<i>Plain English Mathematics</i> test (for online-grade-level test only)
•	•	•	•	•	B	other - must obtain prior approval from VDOE

*A student with an identified disability or identified as limited English proficient who has passed an SOL assessment utilizing any accommodation, has passed for all purposes.*

Black squares in either column indicate accommodations that are not available for these tests.

S Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT COMPLETE.

L Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT COMPLETE.

• These accommodations are available as needed.

||||| These accommodations are available to all students as needed.

These accommodations are NOT available or NOT applicable with online testing.

Revised 9/08

**Special Test Accommodations Codes**  
**Grade 8 Non-Writing Literacy and Numeracy Tests**

Reading		Mathematics (including Plain English Mathematics)		Available for Online Testing	Answer document circle number	
		LEP	SWD			
•	•	•	•	•	1	flexible schedule (includes breaks during test and multiple test sessions); for online, breaks during test within one school day.
					2	group size
					3	environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
•	•	•	•	•	4	visual aids (e.g., magnifying glass, templates to show only one item at a time); for online, large computer monitor, screen magnifier
L	•	L	•	•	5	amplification equipment (e.g., hearing aid or auditory trainer)
L	•	L	•	•	6	large-print test
					7	assistance with directions (i.e., simplifying or clarifying directions)
L	•	L	•	•	8	increased size of answer circles (e.g., enlarged copy of answer document)
L	•	L	•	•	9	Braille test/Braille answer document
		•	•	•	10	reading in English of test items (except for <i>Reading</i> test). If IEP calls for reading the test aloud, see # 14.
		•	•	•	11	audiotape version of test items (except for <i>Reading</i> test). If IEP calls for using audiotape version of test see # 15.
		L	•	•	12	interpreting (e.g., signing, transliteration) test items (except for <i>Reading</i> test). If IEP calls for interpreting the test, see # 16.
L	•	L	•	•	13	communication board/pictorial presentation
L	•			•	14	reading test items in English on the <i>Reading</i> test
L	•			•	15	using audiotape version of the <i>Reading</i> test
L	•			•	16	interpreting (e.g., signing, transliteration) test items on the <i>Reading</i> test
•	S	•	S	•	17	bilingual dictionary
•	•	•	•	•	18	mark in test booklet or student responds verbally; for online, student responds verbally
		L	•	•	19	math aids (e.g., abacus, manipulatives)
					20	large diameter pencil, special pencil, pencil grip
L	•	L	•	•	21	respond by word processor, typewriter, Braille
L	•	L	•	•	22	augmentative communication device
L	•	L	•	•	23	spelling aids: spelling checker, spelling dictionary
				•	24	tape recorder (pre-writing only)
				•	25	dictation in English to a scribe (short paper component only)
				•	26	use of calculator or arithmetic tables for grade 3 (and for grades 4, 5, 6, and 7 math computation on the section of the test that does not allow a calculator)
•	•	•	•	•	27	other (must obtain prior approval from VDOE)
		L	•	•	28	calculator with additional functions to those routinely supplied to all students
		•	•	•	A	<i>Plain English Mathematics</i> Test
•	•	•	•	•	B	other (must obtain prior approval from VDOE)

Black squares in either column indicate accommodations that are not available for these tests.

S Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT COMPLETE.

L Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT COMPLETE.

• These accommodations are available as needed.

||||| These accommodations are available to all students as needed.

These accommodations are not available as online.

Revised 10/08

**APPENDIX F**  
**SAMPLE TEST BOOKLET PACKAGE ASSEMBLY ID SHEET**

Name of Test

Form Number

Level

Quantity

VIRGINIA STANDARDS OF LEARNING  
 FALL NON-WRITING SECURE  
 TEST MATERIALS  
 Assembly ID Sheet

8 READ CUMULATIVE [R3025] (10)



AFTER OPENING THIS PACKAGE BUT BEFORE DISTRIBUTING ITS CONTENTS TO STUDENTS:

1. Count the number of test materials contained in this package.
2. Check the one that is applicable and explain any discrepancy.

\_\_\_ There were 10 test materials in this package.

\_\_\_ There were NOT 10 test materials in this package.

Discrepancy: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Signature \_\_\_\_\_ Date \_\_\_\_\_

4. Return this Assembly ID sheet to the STC along with all enclosed test materials immediately after the testing session has concluded.

Range of Security Numbers in Packet

Assembly Number: VA00000161

Assembly Name: 8 READ CUMULATIVE [R3025] (10)

Beginning Serial Range: 006921 **821**



Ending Serial Range: 006921 **830**



Quantity: 10

For Internal Use Only.

Pg 1

Pkt **33**



**STANDARDS OF LEARNING (SOL) ASSESSMENTS  
2008-2009 NON-WRITING TESTS**

**EXAMINER'S/PROCTOR'S TEST BOOKLET/TEST TICKET TRANSMITTAL FORM/AFFIDAVIT**

**Division Name:** \_\_\_\_\_ **School Name:** \_\_\_\_\_

**Test Name:** \_\_\_\_\_

**Directions**

**School Test Coordinators:** Use the form on the reverse side to sign test booklets/test tickets out to and in from Examiners/Proctors in your school. Provide your division name and school name.

- ☐ 1. List each Examiner's/Proctor's name in column (1).
- ☐ 2. List the number of test booklets/test tickets assigned to each Examiner/Proctor in column (2).
- ☐ 3. The Examiner/Proctor should initial the "Out" column when receiving test booklets/test tickets.
- ☐ 4. The STC must initial the "In" column (4) when test booklets/test tickets are returned. Both the Examiner/Proctor and STC should count or otherwise verify the number of test booklets/test tickets distributed before initialing this form.

**5. EXAMINER'S/PROCTOR'S AFFIDAVIT**

**After testing is completed, have each Examiner/Proctor read the following statements and sign the "Examiner's/Proctor's Affidavit" column (5) certifying the following:**

- ☐ a. I administered the Standards of Learning (SOL) Assessment according to the directions in the *Examiner's Manual*.
- ☐ b. I kept all materials secure when in my possession.
- ☐ c. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance, disadvantage them, or give them an undue advantage over others.
- ☐ d. I did not alter students' responses in any way.
- ☐ e. I have read the statements above and understand that I am certifying that they are true by signing the "Examiner's/Proctor's Affidavit" on the reverse side.

(Over)

**STANDARDS OF LEARNING (SOL) ASSESSMENTS  
2008-2009 NON-WRITING TESTS**

**EXAMINER'S/PROCTOR'S TEST BOOKLET/TEST TICKET TRANSMITTAL FORM/AFFIDAVIT**

**Division Name:** \_\_\_\_\_ **School Name:** \_\_\_\_\_

**Examiner's Name:** \_\_\_\_\_

**Directions:** Numbers at the top of each column correspond to steps listed on the reverse side.

(1) Examiner's Name (Proctor's Name)	(2) Test Booklet/Ticket Quantity	(3) OUT— EXAMINER'S/ PROCTOR'S INITIALS	(4) IN— STC'S INITIALS	(5) EXAMINER'S/PROCTOR'S AFFIDAVIT  Examiners and Proctors are to sign in this column only AFTER reading statements a-e on reverse side.

**NOTES TO STC:**

1. At the close of test administration, this completed page must be forwarded to your DDOT, who will keep it on file.
2. This page may be photocopied.

**STANDARDS OF LEARNING (SOL) ASSESSMENTS  
2008-2009 NON-WRITING TESTS**

**CLASSROOM TRANSMITTAL DOCUMENT FOR SPECIAL TEST FORMS KITS**

**Division Name:** \_\_\_\_\_ **School Name:** \_\_\_\_\_

**Examiner's Name:** \_\_\_\_\_

*Before testing, this form is for use by the STC when distributing Special Test Forms Kits to the Examiner/Proctors.  
After testing, this form is for use by the Examiners when returning secure Special Test Forms to the STC..*

**Directions**

**School Test Coordinators:** After testing is completed, have each Examiner/Proctor read the following statements and sign the "Examiner's/Proctor's Affidavit."

**Examiner's/Proctor's Affidavit**

- a. I administered the Standards of Learning (SOL) Assessment test according to the directions in the *Examiner's Manual*.
- b. I kept all materials secure when in my possession.
- c. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance, disadvantage them, or give them an advantage over other students.
- d. I did not alter students' responses in any way.
- e. I have read the statements above and understand that I am certifying that they are true.

Examiners are to sign only AFTER reading  
statements a–e above.

\_\_\_\_\_  
Examiner's/Proctor's Signature

**NOTES TO STC:**

- 1. At the close of administration, this completed page must be forwarded to your DDOT, where it will be kept on file.
- 2. This page may be photocopied.

**STANDARDS OF LEARNING (SOL) ASSESSMENTS  
2008-2009 NON-WRITING TESTS**

**CLASSROOM TRANSMITTAL DOCUMENT FOR SPECIAL TEST FORMS KITS**

**Division Name:** \_\_\_\_\_ **School Name:** \_\_\_\_\_

**Test Name:** \_\_\_\_\_

*Before testing, this form is for use by the STC when distributing Special Test Forms Kits to the Examiners.*

*After testing, this form is for use by the Examiners when returning secure Special Test Forms Kits to the STC.*

<b>DIVISION NAME:</b> _____ <b>SCHOOL NAME:</b> _____ <b>EXAMINER'S NAME:</b> _____												
Test Booklet	Regular	Audio Tape Only	Braille Kit w/ Audio	Braille Kit w/o Audio	Large -Print Kit w/ Audio	Large -Print Kit w/o Audio	Kits Received		Kits Returned		Comments	
							Quantity Received	Examiner's Initials <sup>1</sup>	Quantity Returned	STC's Initials <sup>2</sup>		
<b>Grade 6</b>	Reading											
	Mathematics											
	Plain English Math											
<b>Grade 7</b>	Reading											
	Mathematics											
	Plain English Math											
<b>Grade 8</b>	Reading (Grade-Level)											
	Mathematics (Grade-Level)											
	Plain English Math (Grade-Level)											
	Science											
	Reading (‘95 Standards)											
	Mathematics (‘95 Standards)											
	Plain English Math (‘95 Standards)											

**NOTES TO STC:**

Refer to the packing list to determine total number of kits.

<sup>1</sup> Before test administration    <sup>2</sup> After test administration

**APPENDIX G**  
**STANDARDS OF LEARNING (SOL) ASSESSMENTS**

**2008-2009 TEST IRREGULARITY FORM**

*The Test Irregularity Web Application System (TIWAS) will be implemented during the fall, spring, and summer 2008-2009 SOL Non-Writing Test Administrations. As directed by the STC, follow procedures for documenting and submitting test irregularities using the TIWAS. The STC may direct Examiners to use this form or parts of the form to document the test irregularity incident.*

**Division Name:** \_\_\_\_\_

**Irregularity Number:** \_\_\_\_\_

**Test Administration:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Created Date:** \_\_\_\_\_ **By:** \_\_\_\_\_

☐ Regular   ☐ Term Grad   ☐ Exp Retake

**Student Grade:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Test Type:** ☐ Regular   ☐ Regular Audio

**No. of Students:** \_\_\_\_\_

☐ Large Print   ☐ Braille

**Test Session Name:** \_\_\_\_\_

**Test Mode:** ☐ Paper   ☐ Online

Test Level/Content Area/Subject		Form No. with Irregularity	Prompt No.	Assigned by TIWAS	
				Alternate Form No.	Prompt No.
<b>FOR EXAMPLE:</b> <input type="checkbox"/> 7 <u>Mathematics</u>		M3026			
<input type="checkbox"/> 3 _____					
<input type="checkbox"/> 4 _____					
<input type="checkbox"/> 5 _____					
<input type="checkbox"/> 6 _____					
<input type="checkbox"/> 7 _____					
<input type="checkbox"/> 8 _____					
<b>CSH</b>	<input type="checkbox"/> Virginia Studies _____				
	<input type="checkbox"/> US History to 1877 _____				
	<input type="checkbox"/> US History: 1877 to the Present _____				
	<input type="checkbox"/> Civics & Economics _____				
<b>End-of-Course</b>	<input type="checkbox"/> English: Writing _____				
	<input type="checkbox"/> English: Reading _____				
	<input type="checkbox"/> Math _____				
	<input type="checkbox"/> Science _____				
	<input type="checkbox"/> History _____				

**Student Names and STIs (attach list of additional names and STIs):**

1. \_\_\_\_\_ 2. \_\_\_\_\_

**Description of Irregularity (PLEASE PRINT):**

**Submitted to DDOT:** ☐ YES ☐ NO

**Submitted to VDOE:** ☐ YES ☐ NO

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

This page may be photocopied.

## APPENDIX H

### EXAMINER'S CHECKLIST FOR ONLINE TESTS

Activities Before Test Administration	
<input type="checkbox"/>	1. Carefully read this <i>Examiner's Manual</i> as well as any local directions you have been given. Resolve any questions you might have with your STC (Section 4.1).
<input type="checkbox"/>	2. Read the <i>Test Security Guidelines</i> and sign the <i>School Division Personnel Test Security Agreement (Including Examiners/Proctors)</i> (Section 4.2 , Section 5.2, and Appendix A).
<input type="checkbox"/>	3. Make necessary announcements about testing to students (Section 4.3).
<input type="checkbox"/>	4. Establish an appropriate setting for test administration (Section 4.4).
<input type="checkbox"/>	5. Verify the use of proctors or need for additional assistance (Section 4.5).
<input type="checkbox"/>	6. Be aware of the alternate test site for students who may not finish their test by the end of the allotted test administration time (Section 4.6).
<input type="checkbox"/>	7. Know how to report test item errors (Section 4.7).
<input type="checkbox"/>	8. Know how to handle test irregularities (Section 4.8).
<input type="checkbox"/>	9. Be familiar with reading directions for administering the test (Section 4.9).
<input type="checkbox"/>	10. Know how to answer students' questions during testing (Section 4.10).
<input type="checkbox"/>	11. If you are administering tests to students who require special accommodations, become familiar with the accommodations specified in their IEPs, 504 management plans, or <i>LEP Student Assessment Participation Plans</i> . Coordinate with your STC how accommodations will be provided (Appendix D and Appendix E).
<input type="checkbox"/>	12. Prepare students for online testing (Section 5.1).
<input type="checkbox"/>	13. On the day of testing, receive test materials needed for online test session(s) from the STC. Verify receipt of secure materials by signing the appropriate transmittal form (Section 5.3 and Appendix F).
Activities During Test Administration	
<input type="checkbox"/>	1. Understand TestNav™ setup (Section 6.1.3).
<input type="checkbox"/>	2. Monitor student progress (Section 6.1.4 and Section 6.1.5).
<input type="checkbox"/>	3. Know how to resume a student's test (Section 6.1.6).
<input type="checkbox"/>	4. Administer the test in adherence with the specific directions for the SOL Grade 6, 7, or 8 Assessments (Sections 6.2 through 6.5).
Activities After Test Administration	
<input type="checkbox"/>	1. Return <b>ALL</b> authorization tickets, formula sheets, manipulatives, and scratch paper to your STC (Section 7.1).
<input type="checkbox"/>	2. Read and sign the <i>Examiner's/Proctor's Test Booklet/Test Ticket Form/Affidavit</i> (Section 7.2).
<input type="checkbox"/>	3. Inform STC of students absent from testing session to arrange for make-up testing (Section 11).

## APPENDIX H, continued

### EXAMINER'S CHECKLIST FOR PAPER/PENCIL TESTS

Activities Before Test Administration	
<input type="checkbox"/>	1. Carefully read this <i>Examiner's Manual</i> as well as any local directions you have been given. Resolve any questions you might have with your STC. (Section 4.1)
<input type="checkbox"/>	2. Read the <i>Test Security Guidelines</i> and sign the <i>School Division Personnel Test Security Agreement (Including Examiners/Proctors)</i> (Section 4.2 and Appendix A).
<input type="checkbox"/>	3. Make necessary announcements about testing to students (Section 4.3).
<input type="checkbox"/>	4. Establish an appropriate setting for test administration (Section 4.4)
<input type="checkbox"/>	5. Verify the use of Proctors or need for additional assistance (Section 4.5).
<input type="checkbox"/>	6. Be aware of the alternate test site for students who may not finish their test by the end of the allotted test administration time (Section 4.6).
<input type="checkbox"/>	7. Know how to report test item errors (Section 4.7).
<input type="checkbox"/>	8. Know how to handle test irregularities (Section 4.8)
<input type="checkbox"/>	9. Be familiar with reading directions for administering the test (Section 4.9).
<input type="checkbox"/>	10. Know how to answer students' questions during testing (Section 4.10).
<input type="checkbox"/>	11. If you are administering tests to students who require special accommodations, become familiar with the accommodations specified in their IEPs, 504 management plans, or <i>LEP Student Assessment Participation Plans</i> . Coordinate with your STC how accommodations will be provided (Appendix D and Appendix E).
<input type="checkbox"/>	12. Assemble the materials needed for testing (Section 8.1).
<input type="checkbox"/>	13. Understand your division's procedure for completing the student identification information on the answer documents (Section 8.2, Section 8.3, and Appendix C).
<b>CAUTION:</b> Before you begin testing, verify that you are using the answer documents for the 2008-2009 test administration of the test that you are administering. Using the wrong answer documents will result in inaccurate scores and delay delivery of test results.	
Activities During Test Administration	
<input type="checkbox"/>	1. On the day of testing, receive test materials needed for the paper/pencil test session(s) from the STC. Verify receipt of secure materials by signing the appropriate transmittal form (Section 9.1.1 and Appendix F).
<input type="checkbox"/>	2. Understand how students should mark the answer documents (Section 9.1.4).
<input type="checkbox"/>	3. Monitor student progress (Section 9.1.5).
<input type="checkbox"/>	4. Administer the test in adherence to the specific directions for the SOL Grade 6, 7, or 8 Assessments (Sections 9.2 through 9.6).
Activities After Test Administration	
<input type="checkbox"/>	1. Inspect students' answer documents for completeness, test form number, damage, incomplete erasures, stray marks, etc., (Section 10.1).
<input type="checkbox"/>	2. Organize answer documents for return to the STC (Section 10.2).
<input type="checkbox"/>	3. Return <b>ALL</b> test materials to the STC (Section 10.3).
<input type="checkbox"/>	4. Read and sign the <i>Examiner's/Proctor's Test Booklet/Test Ticket Transmittal Form/Affidavit</i> or the <i>Classroom Transmittal Document for Special Test Forms Kits</i> if used by your STC (Section 10.4).
<input type="checkbox"/>	5. Inform STC of students absent from testing session to arrange for make-up testing (Section 11).









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Printed in the United States of America.



VA00010480